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ABSTRACT

This publication is a practical manual to guide the joint efforts of the student teaching triad--student teacher, cooperating teacher, and university supervisor. The manual is divided into three parts. Chapters 1, 2, and 3 give an overview of Mansfield University's teacher education and student teaching programs, including a description of important administrative guidelines for student teaching. Chapter 4 recommends ways to supervise student teachers; chapter 5 describes how they will be evaluated. The responsibilities of student teachers, cooperating teachers, and university supervisors are described in chapters 6, 7, and 8 respectively. Chapter 9 contains resources for all three groups. Student teaching forms are included in the appendix. (Contains 12 references.) (ND)

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Mansfield University

Student

Teaching

Manual

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QUICK REFERENCE
WHAT TO DO IN CASE OF:

ILLNESS:

Call your cooperating teacher and university supervisor.

EMERGENCIES:

Call your cooperating teacher and university supervisor; inform the Office of Field Experiences.

ROAD AND WEATHER CONDITIONS:

Listen to radio or TV reports which announce whether or not schools are open or delayed. Follow the instructions your university supervisor gave you.

SCHOOL DISTRICT IN-SERVICE DAYS OR MEETINGS:

If it is required of the cooperating teacher, it is a requirement for you. Inform your university supervisor.

STRIKES OR WORK STOPPAGE:

Refrain from teaching or participation in school activities. Notify your university supervisor and the Office of Field Experiences.

IMPORTANT PHONE NUMBERS

Note: Ask your supervisor or cooperating teacher for the numbers not given above. Be sure you understand the proper procedures for contacting them.

Director of Field Experiences	662-4024
University Supervisor #1	__________
University Supervisor #2	__________
Cooperating Teacher #1	__________
Cooperating Teacher #2	__________
School Office #1	__________
School Office #2	__________

Student Teaching Manual

Mansfield University **1995-96**

An apple for every student teacher with our best wishes for a most successful student teaching experience!

FOREWORD

Welcome to student teaching at Mansfield University. This manual is filled with information to guide student teachers, cooperating teachers, and university supervisors. It is hoped that you will find it useful on a daily basis.

Part 1 of this manual, Chapters 1, 2, and 3, give an overview of Mansfield University's teacher-education and student-teaching programs. In Chapter 3 the Director of Teacher Education and Field Experiences, Mr. Ralph Garvelli, describes important administrative guidelines for student teaching. In Part 2, chapter 4 recommends ways to supervise student teachers; chapter 5 describes how they will be evaluated. In Part 3, the responsibilities of student teachers, cooperating teachers, and university supervisors are described in Chapters 6, 7, and 8 respectively. Chapter 9 contains resources for everyone. Appendix A contains student teaching forms; feel free to copy them.

Revision of Mansfield University's student teaching manual is part of a self-study process of MU's teacher education programs in preparation for fall 1995 visits by NCATE (National Council for Accreditation of Teacher Education) and PDE (Pennsylvania Department of Education).

The unifying theme of teacher education programs at Mansfield is "Teacher as Reflective Decision Maker." To encourage student teachers to reflect about their experiences, several departments are requiring student teachers to construct a portfolio to document their efforts. Portfolio tasks are described in this manual and in a required student teaching text, Field Experiences: A Guide to Reflective Teaching (3rd ed., Posner, 1993).

We would like your suggestions to improve this manual. Please give your ideas to your university supervisor, or send them to the Educational Field Experiences Office, 111 Retan Center, Mansfield, PA 16933.

Best wishes for a productive,
enriching student teaching experience.

Sandra L. Woolley, Editor

For more information contact Ralph Garvelli, Director of Field Experiences and Teacher Education at 717-662-4024. The welcoming voice you will hear is probably Beth McClure, Secretary.

PREFACE

This guide was prepared by Dr. Sandra Woolley with the assistance of Mr. Ralph Garvelli, Director of Teacher Education and Field Experiences, who wrote Chapter 3, "Administrative Guidelines for Student Teaching." Dr. Barry Brucklacher contributed materials for Chapter 1, "Model of MU's Teacher Education Programs," and Chapter 5, "Student Teacher Evaluation Report." Considerable material has also been retained in Chapters 6 through 9 from the 1989 edition of the Mansfield University handbook, Student Teaching: Application and Refinement of Talents. Chapter 9, "Student Teaching Resources," has been revised with new contributions from Dr. Robert Amchin, Ms. Nancy Brubaker, Dr. Craig Cleland, Dr. Janet Fuller, and Dr. Thomas Stich,. Mrs. June Rudy coordinated these efforts. A special thank you to Ms. Priscilla Barto and Dr. Dennis Wydra for their editing efforts and ideas.

Credit for the idea of a practical manual to guide the joint efforts of the student teaching triad—student teacher, cooperating teacher, and university supervisor—belongs to the Teacher Education Advisory Council (TEAC). This advisory group of faculty, principals, and cooperating teachers was formed in spring 1993 to recommend improvements in Mansfield's teacher education programs with special attention to field experiences and training for cooperating teachers and university supervisors. The 1995–96 TEAC members are:

Dr. Robert Amchin	Faculty, Music Department
Ms. Priscilla Barto	Elementary Principal, Williamsport Area S.D.
Ms. Rita Bower	Art Teacher, 7–12, Southern Tioga S.D.
Ms. Lynette Crane	Elementary Teacher, Corning-Painted Post S.D.
Mr. Terry Erway	Middle School Principal, Wellsboro Area S.D.
Ms. Jannis Floyd	Faculty, Special Education Department
Mr. Ralph Garvelli	Director, Teacher Education & Field Experiences
Mr. Ralph Gestwicki	High School Teacher, Troy Area S.D.
Ms. Sue Greene	Elementary Teacher, Southern Tioga S.D.
Mr. James Howe	Elementary Teacher, Wellsboro Area S.D.
Ms. June Rudy	Faculty, Education Department
Ms. Suanne Smith	Elementary Principal, Corning-Painted Post S.D.
Ms. Amy Story	Special Educ. Teacher, Corning-Painted Post S.D.
Dr. Sandra Woolley	Faculty, Education Department

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CHAPTER 1: TEACHER EDUCATION AT MANSFIELD UNIVERSITY

Teacher Education Programs at MU

Art Education B.S.E.

Elementary Education B.S.E.

Music Education B.M.

Special Education B.S.E.

Secondary Education
- Biology B.S.E.
- Chemistry B.S.E.
- Earth and Space Science B.S.E.
- General Science (Certification Program only)
- Physics B.S.E.
- English B.S.E.
- French B.S.E.
- German B.S.E.
- Spanish B.S.E.
- Mathematics B.S.E.
- Social Studies B.S.E.

Accreditation of Teacher Education Programs

The elementary and secondary education baccalaureate degree programs at Mansfield University are accredited by the Middle States Association of Colleges and Secondary Schools (MSA) and by the National Council for Accreditation of Teacher Education (NCATE). In addition, these programs are approved by the Pennsylvania Department of Education (PDE).

■ *Teacher Education Faculty*

Art Education

Harold Carter	117	Allen	662–4503
James Cecere	116	Allen	662–4502
Bonnie Kutbay	115	Allen	662–4507
Thomas Loomis	G11	Allen	662–4505
Dale Witherow	118	Allen	662–4508
Stanley Zujkowski	117	Allen	662–4500

Education

Barry Brucklacher	115	Retan	662–4573
Craig Cleland	115	Retan	662–4563
Thomas Fernsler	102A	Retan	662–4569
Janet Fuller	105A	Retan	662–4574
Ralph Garvelli	111C	Retan	662–4565
Roger Goodman	107	Retan	662–4576
Richard Heck	107	Retan	662–4568
Bonelyn L. Kyofski	113	Retan	662–4566
Ken Musselman	203	Retan	662–4577
Charlene Plowcha	203A	Retan	662–4625
Robert Putt	115	Retan	662–4562
Ronald Remy	G1	Retan	662–4575
June Rudy	107	Retan	662–4626
Sandra Woolley	115	Retan	662–4561
Dennis Wydra	G4	Retan	662–4578

Music Education

Robert Amchin	159	Butler	662–4712
Peggy Dettwiler	105	Butler	662–4721
John Monaghan	206	Butler	662–4726
Joyce Wunderlich	110	Butler	662–4738

Special Education

Nancy Brubaker	202C	Retan	662-4797
Jannis Floyd	202B	Retan	662-4790
Jesus Lucero	202A	Retan	662-4791
Celeste Sexauer	110	Retan	662-4564
Thomas Stich	213C	Retan	662-4792
Ronald Straub	213E	Retan	662-4796

■ *1995–96 Cooperating Teachers: MU's Faculty in the Field*

Mansfield University is very appreciative of the cooperating teachers who make our student teaching program successful. Unfortunately, some cooperating teacher names do not appear on this list due to unavoidable last minute changes in student teaching assignments after the printing of this manual.

ADDISON CENTRAL SCHOOL DISTRICT

Addison High School (607) 359-2244
- Helder Agostinho
- Michael Erway
- Carolyn Fournier
- Tanya Loomis
- Barbara Pepper
- Robert Peters
- Hal Sisson
- Martha Whitehouse
- Graydon Woodworth

Tuscarora Elementary (607) 359-2261
- Janice Brown
- David Clark
- Janet Hoover

ATHENS AREA SCHOOL DISTRICT

Athens High School (717) 888-7766
- Francis Kozlowski
- Stephen Tubbs

Harlan Rowe Middle School (717) 888-7766
- Richard Heyler

Lynch Elementary (717) 888-7766
- Juanita Cron
- Janet Hughes
- Raymond Hughes

Main Elementary (717) 888-7766
- Diane Lane

S R U Middle School (717) 596-3171
- Roy Zimmerman

Ulster Elementary (717) 358-3131
- Colleen Kane

BOCES SCHUYLER, CHEMUNG, TIOGA

Broad Street School BOCES (607) 796-2144
- Pat Bridge
- Amy Cicora
- Risa Nichols

Fassett School BOCES (607) 733-8417
- Mathilde Barr
- Kathryn Thomas
- Carol Witt
- Krista Wright

Gardner Road Elementary BOCES (607) 739-6347
- Janet Hayman
- Jackie McCall
- Gertrude Owen

BOCES STEUBEN-ALLEGANY

Corning Free Academy Middle School BOCES (607) 936-3788
- Jean Zinck

Corning Painted Post East High BOCES (607) 936-3746
- Mary Charmello

Kent Phillips Elementary BOCES (607) 962-4631
- Susan Szewczyk-Black
- Robin Tomlinson-Clarke

William Severn Elementary BOCES (607) 962-6844
- Cindy Patt

CAMPBELL AREA SCHOOL DISTRICT

Campbell-Savona Jr Sr High School (607) 527-4551
- Cathy Hogan
- David Sutton

CANTON AREA SCHOOL DISTRICT

Canton Elementary (717) 673-5196
- Marsha Krause
- Jay Perry

Canton High School (717) 673-5134
- Daniel Boone
- Joseph Green
- Beverly Madigan
- Sue Sliwinski
- Melvin Wentzel

CORNING-PAINTED POST AREA SCHOOL DIST.
Calvin Smith Elementary (607) 936-4156
Kelly Gorton
Teresa Graham
Sarah Romans
Barbara Thompson
Lyn Wolcott
Corning Free Academy Middle School (607) 936-3788
Lisa Bartlett
Mary Lisi
Patricia Myers
Corning Painted Post East High (607) 936-3746
Judy Cross
Nancy Falcetta
Mary Franklin
James Meckley
Joseph Tobia
Corning Painted Post West High (607) 936-3794
Diane Horning
Kenneth Masteller
Erwin Valley Elementary (607) 936-6514
Douglas Chandler
Kathleen Hill
Kent Phillips Elementary (607) 962-4631
Catherine Nagle
Lindley Presho Elementary (607) 523-7252
Chris Mecke
Carolyn Perry
Northside Blodgett Middle School (607) 936-3791
Christine Blair
Amy Story
John Stranges
William Thomas
William Severn Elementary (607) 962-6844
Kathy Plumley

COUDERSPORT AREA SCHOOL DISTRICT
Coudersport High School (814) 274-8500
James Lane

EAST LYCOMING AREA SCHOOL DISTRICT
Ashkar Elementary (717) 584-5121
Lynn Stola
Hughesville High School (717) 584-5111
Rich Mahonski

ELMIRA CITY SCHOOL DISTRICT
Broadway Elementary (607) 735-3600
Gwen Pfleegor
Broadway Jr. High School (607) 735-3300
Bruce Morse
Elmira Free Academy High School (607) 735-3100
Roger Hover
Ernie Davis Jr. High School (607) 735-3400
Cindy Sechrist
Donald Smith
George Diven Elementary (607) 735-3700
Eileen Curns
Hendy Avenue Elementary (607) 735-3750
Karen Nicolo
Pine City Elementary (607) 735-3800
Gwen Walts
Riverside Elementary (607) 735-3850
Janice Barr
Claire Hope
Nancy Shaw
Christine Smith
Southside High School (607) 735-3200
Michael Supple
Chris VanEpps

ELMIRA CITY SCHOOL DISTRICT FINE ARTS
Elmira Free Academy High School Fine Art (607) 735-3100
Scott Kelley
Hendy Avenue Elementary Fine Arts (607) 735-3750
Mary Jane Eckel
Donald Holtz
Carol Landon-Ayers
Pine City Elementary Fine Arts (607) 735-3800
Dennis Chapdelaine
Riverside Elementary Fine Arts (607) 735-3850
Mary Curns
Jay Stoltzfus
Southside High School Fine Arts (607) 735-3200
Kimber Billow
Ronald Owens

ELMIRA HEIGHTS SCHOOL DISTRICT
Nathan Cohen Elementary (607) 734-7132
Irene Wingate

GALETON AREA SCHOOL DISTRICT

- Galeton Elementary (814) 435-6571
  - Barbara Allis
  - Christine Doud
- Galeton High School (814) 435-6571
  - Richard Thompson

HAMMONDSPORT CENTRAL SCHOOL DISTRICT

- Hammondsport High School (607) 569-5300
  - Bill Arnts
  - Elenor Boutwell

HAVERLING CENTRAL SCHOOL DISTRICT

- Dana F. Lyon Elementary (607) 776-2170
  - Samuel Watson
- Haverling Senior High School (607) 776-4107
  - Richard Rohrbach

HORSEHEADS CENTRAL SCHOOL DISTRICT

- Center Street Elementary (607) 739-5601
  - Virginia Ashley
  - Judy Clark
- Gardner Road Elementary (607) 739-6347
  - Constance Thompson
- Horseheads Middle School (607) 739-6357
  - Mary Gigliotti
- Horseheads Senior High School (607) 739-5601
  - Joanne Schucker
- Ridge Road Elementary (607) 739-6351
  - Joan Burger
  - Phyllis Shore
  - Helen Vincent

JASPER TROUPSBURG SCHOOL DISTRICT

- Jasper Troupsburg Elementary (607) 525-6304
  - Audrey Ogrodowski

LACKAWANNA TRAIL SCHOOL DISTRICT

- Lackawanna Trail Elementary (717) 945-5181
  - Tina Stuble

LOYALSOCK TOWNSHIP SCHOOL DISTRICT

- Loyalsock Township Middle School (717) 323-9439
  - Susan Hancock

MONTGOMERY AREA SCHOOL DISTRICT

- Montgomery Elementary (717) 547-1608
  - Linda Holland
  - Robert Williams
- Montgomery Jr Sr High School (717) 547-1608
  - Alfred Stola

MONTOURSVILLE AREA SCHOOL DISTRICT

- Montoursville High School (717) 368-3505
  - Christopher Bower
  - Daniel Wright

MUNCY SCHOOL DISTRICT

- Myers Elementary (717) 546-3129
  - Patricia Diehl

NORTHEAST BRADFORD SCHOOL DISTRICT

- Northeast Bradford Elementary (717) 744-2521
  - Patricia Brink
  - Barry Brown
  - Nancy Soden
- Northeast Bradford High School (717) 744-2521
  - Robert Moore

NORTHERN TIOGA SCHOOL DISTRICT

- Clark Wood Elementary (814) 258-5131
  - Bonnie Morgan
  - Jane Stull
- Elkland High School (814) 258-5115
  - Shirley Heitzenrater
  - Patrick Kennedy
  - Mark Klemick
- Millerton Elementary (717) 537-2371
  - Carol Correll
  - Cindy Walushka
- R B Walter Elementary (717) 835-2171
  - Kay Ackerman
  - Leigh Brundage
  - Marilyn Doud
  - A. Gail Kaschalk
  - Judith Mainus
  - Joyce Stephens
  - Virginia Treat
- Westfield Elementary (814) 367-2712
  - Gail Bollinger
  - Janice Hess
  - Kathy Jo Plank
  - Sylvia Wood
- Williamson Jr Sr High School (717) 835-2191
  - Christina Fry
  - Dan Stevens
  - K. Steve Walters

ODESSA-MONTOUR CENTRAL SCHOOL DISTRICT

- B C Cate Elementary (607) 594-3341
  - Ann Caldwell

PORT ALLEGANY SCHOOL DISTRICT
Port Allegany Elementary School
(814) 642-9557
Chris McMahon

SAYRE AREA SCHOOL DISTRICT
Sayre High School (717) 888-6622
Neil Beisher
Dana Twigg
Snyder Elementary (717) 888-7742
Amy Beisher
Sharon Dowd
Sharon Hildebrandt
Bonnie McNaughton
Vickie Pierce

SOUTHERN TIOGA SCHOOL DISTRICT
Blossburg Elementary (717) 638-2146
Sylvia Graver
Fay Jones
Astrida Miller
Liberty Elementary (717) 324-2521
Steven Bower
Thompson Goldsmith
Terry Morgan-Grala
Cindy Pagana
Leona Schmouder
Carolyn Swinsick
Liberty High School (717) 324-2071
Arthur Watkins
Candace Watkins
Mansfield High School (717) 662-2674
Karen Detweiler
Barry Lauver
James Prevost
James Scott
North Penn High School (717) 638-2158
Rita Bower
Warren L. Miller Elementary (717) 662-2192
Mary Jane Edgerton
Susan Greene
Barbara Johnston
Theresa Ritter

TOWANDA AREA SCHOOL DISTRICT
J. Andrew Morrow Elementary (717) 265-4991
Lee Ann Wolfe
Monroe Franklin Elementary (717) 265-5070
Roman Shuman
Mulberry Street Elementary (717) 265-9154
Lesley Smith
Towanda High School (717) 265-3690
Carolyn Ryan
Lou Taft
James Wojcak
Towanda Middle School (717) 265-6131
Kelly Madden
Lloyd Vaughn
Deborah Wallitsch
Wysox Elementary (717) 265-6118
Ruthanne Fridley
Nancy Hoffmann

TROY AREA SCHOOL DISTRICT
Croman Elementary (717) 297-3145
Roberta Arnold
Dale Bradford
Cheryl Carlonas
Sandra Clink
Gail Duddy
Dianne Lee
Gloria Machmer
Marjorie Ulkins
Carol Zuber
Troy Elementary East (717) 297-2138
Constance Craig
Troy Middle School (717) 297-4565
William Angrove
Donna Brott
Pamela Harper
Michael Polly
Joan Roy
Les Sheridan
Troy Senior High School (717) 297-2176
Preston Edsell
Ralph Gestwicki
Dale Harper
Beverly Hoover
Patricia Nelson
Steven Sliwinski

TUNKHANNOCK AREA SCHOOL DISTRICT
Tunkhannock High School (717) 836-3111
Paul Niedzwiecki

WARRIOR RUN AREA SCHOOL DISTRICT
Warrior Run Middle School (717) 649-5135
Connie Mausteller

WAVERLY CENTRAL SCHOOL DISTRICT
Elm Street Elementary (607) 565-8186
Mary Barry
Sally Harden
Waverly Jr Sr High School (607) 565-8101
James Hillman
Cynthia McCloe
Thomas McKee
James Parente

WELLSBORO AREA SCHOOL DISTRICT
Charlotte Lappla Elementary (717) 724-1941
Nancy Jaquish
Don Gill Elementary (717) 724-1811
Bette Ann Fuller
Deborah Greco
Bonnie Hall
James Howe
Beverly McKnight
Linda Radocaj
Glenda Reese
Kathleen Toner
Verla VanDergrift
Jeanne Wise
Rock L Butler Middle School (717) 724-2306
Donald Bravo
James Daugherty
Joseph Davis
Andrew Kulick
Kathy Largey
Ann Linder
Sharon Manikowski
Michael Patterson
Mark Reed
John Schwab
Eileen West
Wellsboro Senior High School (717) 724-3547
Robert Allen
Kate Copp
Susan Drew
Lisa Higham
Connie Kennedy
Douglas Mosher
Frank Yungwirth

WILLIAMSPORT AREA SCHOOL DISTRICT ELED
Henry Cochran Elementary ElEd (717) 322-9731
Marci McRae
Suzanne Lutinski
Jackson Elementary ElEd (717) 323-1992
Janice Motter

WILLIAMSPORT AREA SCHOOL DISTRICT MUSIC
Henry Cochran Elementary Music (717) 322-9731
David Knauss
Hepburn-Lycoming Elementary Music (717) 494-1112
Patricia Huffman
Stevens Elementary Music (717) 322-4785
Judith Shellenberger

WILLIAMSPORT AREA SCHOOL DISTRICT SECED
Lycoming Valley Middle School SecEd (717) 494-1700
John Clark
David Lingle
Williamsport High School SecEd (717) 323-8411
Mary Barner

WILLIAMSPORT AREA SCHOOL DISTRICT SPEC
Jackson Elementary Spec (717) 323-1992
Julie Snyder
Roosevelt Middle School Spec (717) 323-6177
Michelle Walker
Round Hills Elementary Spec (717) 323-3786
Ann Dinges
Williamsport High School Spec (717) 323-8411
Stephen Dewar

WYALUSING AREA SCHOOL DISTRICT
Camptown Elementary (717) 746-3018
Carrie Dickson
Laurie Manney
Margaret Thompson
Laceyville Elementary (717) 869-1229
Ellen Wipple
New Albany Elementary (717) 363-2165
William Lutz
Wyalusing Elementary (717) 746-1206
Jeanne Elliot
Marlene Hulsizer
Wyalusing Jr Sr High School (717) 746-1219
Rosario Charambura
Robert Houck
Robert Shumway
Richard Yadlosky

■ *Model of MU's Teacher Education Programs*

by Dr. Barry Brucklacher

Introduction

Teacher educators at Mansfield University deliver professional programs in Art Education, Elementary Education, Music Education, Secondary Education, and Special Education. These programs are grounded both upon the University's mission to liberally educate students and upon the teacher education unit's organizing theme of "Teacher as Reflective Decision Maker." Teacher candidates complete a well planned sequence of courses and field experiences that enable them to integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students. Five major propositions from The National Board for Professional Teaching Standards (NBPTS) guide these programs:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to diverse learners.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

As a public institution, Mansfield University has certain responsibilities to all of the citizens of the Northern Tier of the Commonwealth. We believe that our university should be responsive to the needs of the region, but we are also aware of our responsibilities to all of the citizens of Pennsylvania. As the 20th century ends, American society is moving into a technological age of information and communication. The Board of Education of the Commonwealth of Pennsylvania, in its revision of Chapter 49, "Teacher Preparation and Certification," has revised the requirements for the preparation and certification of the state's teachers from a time-based, course-completion model of teacher education to an outcomes-based system. Similarly, organizations such as The National Board for Professional Teaching Standards (NBPTS) and The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers (CCSSO), are helping states to rethink teacher assessment for initial licensing as well as for preparation and induction into the profession.

Knowledge Base for MU's Teacher Education Programs

Mansfield University's education faculty members have a shared vision of the entry-level teachers we are trying to develop: competent professionals, committed to teaching all children, who are able to make informed decisions based on specialized knowledge and skills.

General education requirements form the foundation for professional and specialty studies that include academic, methodological, and real-world clinical experiences. Included in the professional studies are courses in child development, foundations of education, educational psychology, instructional technology, evaluative techniques, and student teaching. These courses lead preservice teachers to examine their personal conceptions about teaching and learning. In their respective fields of specialization, education majors learn content, how the content is structured for student learning, what curriculum materials are available for teaching the content, and generic and content-specific instructional skills. From the freshman year through the student teaching semester, students are involved in field-based experiences that help to prepare them to become teachers. Systematic procedures for assessing growth are in place throughout the teacher education program.

Theme: Teacher as Reflective Decision Maker

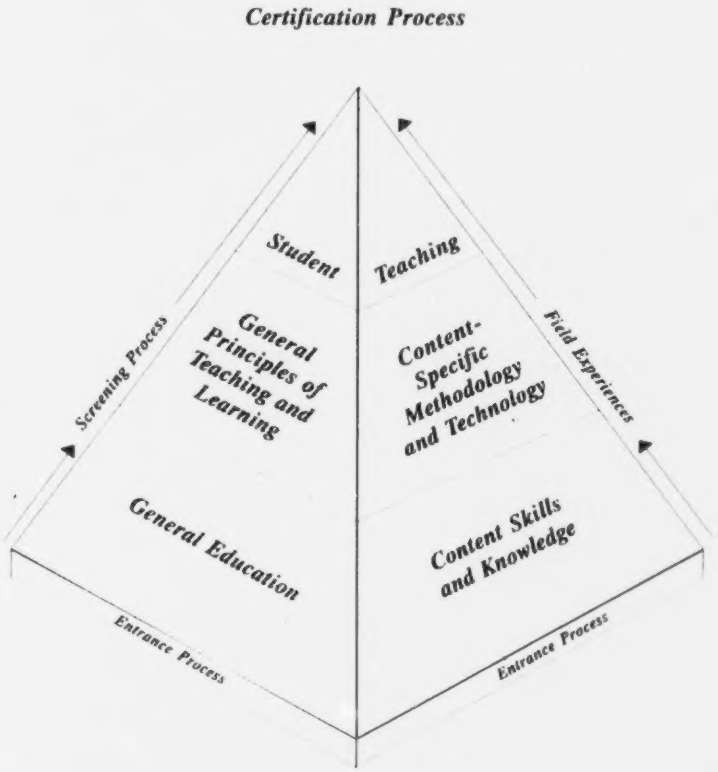
The model for teacher preparation at Mansfield University is a pyramid (see Figure 1, page 10) that points to the organizing theme of "Teacher as Reflective Decision Maker." Additionally, the departments of Art, Music, Education, and Special Education have separate, but related, models that focus on the unique demands of their respective programs.

John Dewey (1933) defined reflection as the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (p. 9). Referring to Dewey, Posner (1993) suggested that reflective thinking in field experiences allows a student teacher to "act in deliberate and intentional ways, devise new ways of teaching rather than being a slave to tradition, and interpret new experiences from a fresh perspective" (p. 21).

In Mansfield University's organizing theme, "Reflective Decision Maker" refers to the ability of our teachers-to-be to make thoughtful decisions—to analyze what happens in their classrooms rather than just to observe what happens. By thinking critically about the meanings of classroom occurrences, beginning teachers are more likely to become empowered professionals, aware that they are able to cause change in the way schools operate.

Figure 1: Model of the Knowledge Base for All Teacher Education Programs

Teacher as Reflective Decision Maker


Certification Process
Student
Teaching
General Principles of Teaching and Learning
Content-Specific Methodology and Technology
Screening Process
Field Experiences
General Education
Content Skills and Knowledge
Entrance Process
Entrance Process

Mansfield University Teacher Preparation

Graduates will be able to make reflective decisions which are grounded in accepted theory, research, and practice. These decisions will enable the teacher to adapt instruction to individual differences among students and to changing conditions within schools and society.

CHAPTER 2: STUDENT TEACHING AT MANSFIELD UNIVERSITY

■ *Student Teaching: The Capstone Field Experience of Teacher Education*

Most practicing teachers rank student teaching as an important—possibly the most important—part of their preparation for teaching. Mansfield University's model for all teacher education programs—see Chapter 1—places student teaching at the top of the pyramid as the culminating experience of a four-year undergraduate program.

Student teaching is an internship during which the prospective teacher begins to use their accumulated knowledge and skills. Student teaching is more than a simulation. A student teacher works with real students—making decisions and employing strategies that impact their lives. Student teaching is a very critical experience, because an excellent one can make the first and subsequent years of teaching more enjoyable and successful for both the teacher and his or her students.

■ *What is a Typical Student Teaching Assignment at MU?*

Mansfield University student teachers work in schools full time for one semester—typically in two different buildings and grade levels for one half semester each. Sometimes their assignments are in different districts and even in different states (Pennsylvania and New York). For example, an elementary student teacher may receive a second-grade assignment in one school and a fifth-grade assignment in another. Similarly, secondary student teachers may receive assignments in their subject area in a middle or junior high school and in a senior high school.

Students in K-12 certification programs—art, music and special education—are assigned two different experiences including a variety of schools, grade levels, types of courses, and types of students. Special education student teachers may work in an elementary inclusion class and then a secondary option 3 class. Music student teachers may, depending upon their area of concentration, receive a junior high general music or vocal assignment and a senior high school instrumental assignment. In all cases the University strives for a variety of experiences.

■ *Unique Student Teaching Opportunities*

Mansfield University offers several opportunities for student teaching placements at unique sites—on the Navajo Reservation in Window Rock, Arizona; through Charles Sturt University, in Bathurst, New South Wales, Australia; and in Troy, Pennsylvania for an intensified, student-teaching experience at Croman Elementary School. Window Rock, Arizona assignments occur in the second quarter of each semester. Australia assignments are available only in even years in the second quarter of spring semester. Australian students come to Mansfield in odd years.

Students are informed of these unique student teaching opportunities in their freshman year or in their first year of matriculation at Mansfield. Students inform their chairperson that they are interested when they have accumulated 64 semester hours of credit.

Students complete a special application for these unique assignments at the same time as they request a student teaching assignment. To apply they must have a grade point average of 2.75 overall with a 3.0 in their major. Each department establishes a selection process that may include specific course and/or grade requirements, portfolios to document professional experiences, interviews, and success in earlier field experiences.

The Director of Field Experiences and Teacher Education notifies the students selected for these unique assignments in the semester preceding the student teaching semester. However, selection is conditional on a successful first-quarter, student teaching experience.

The Director of Field Experiences arranges housing, dates of travel, and other details related to these unique assignments. The added expenses must be absorbed by the participating student teachers.

Student teachers placed at unique student teaching sites are supervised by Mansfield University faculty and/or by an appropriate designee located at the student teaching center, as well as by qualified cooperating teachers.

■ The Student Teaching Triad—Student Teacher, Cooperating Teacher, and University Supervisor

Student teaching at Mansfield University is a shared responsibility of the student teaching triad—student teacher, cooperating teacher, and university supervisor. The ambitious goal of student teaching is the development in one, short semester of a novice teacher ready to assume the full responsibilities of a classroom. As the following diagram illustrates, superimposed on the student teaching triad is the responsibility for public school students. Success in this shared endeavor is enhanced by good communication—represented in this diagram by the lines connecting members of the student teaching triad.

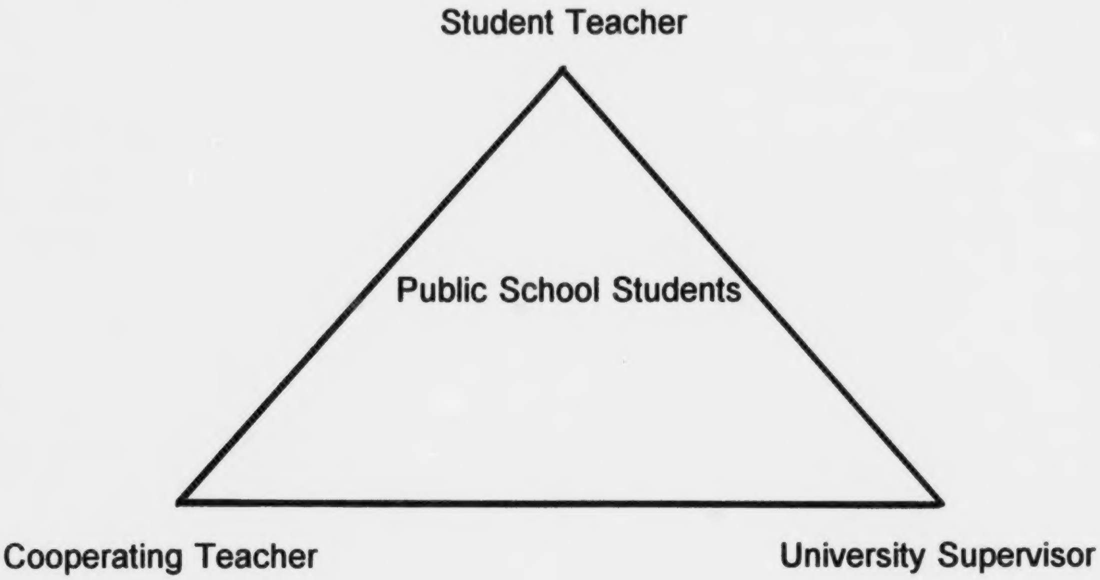


Figure 2: Mansfield University's Student Teaching Triad

■ *Administrative Organization of Student Teaching*

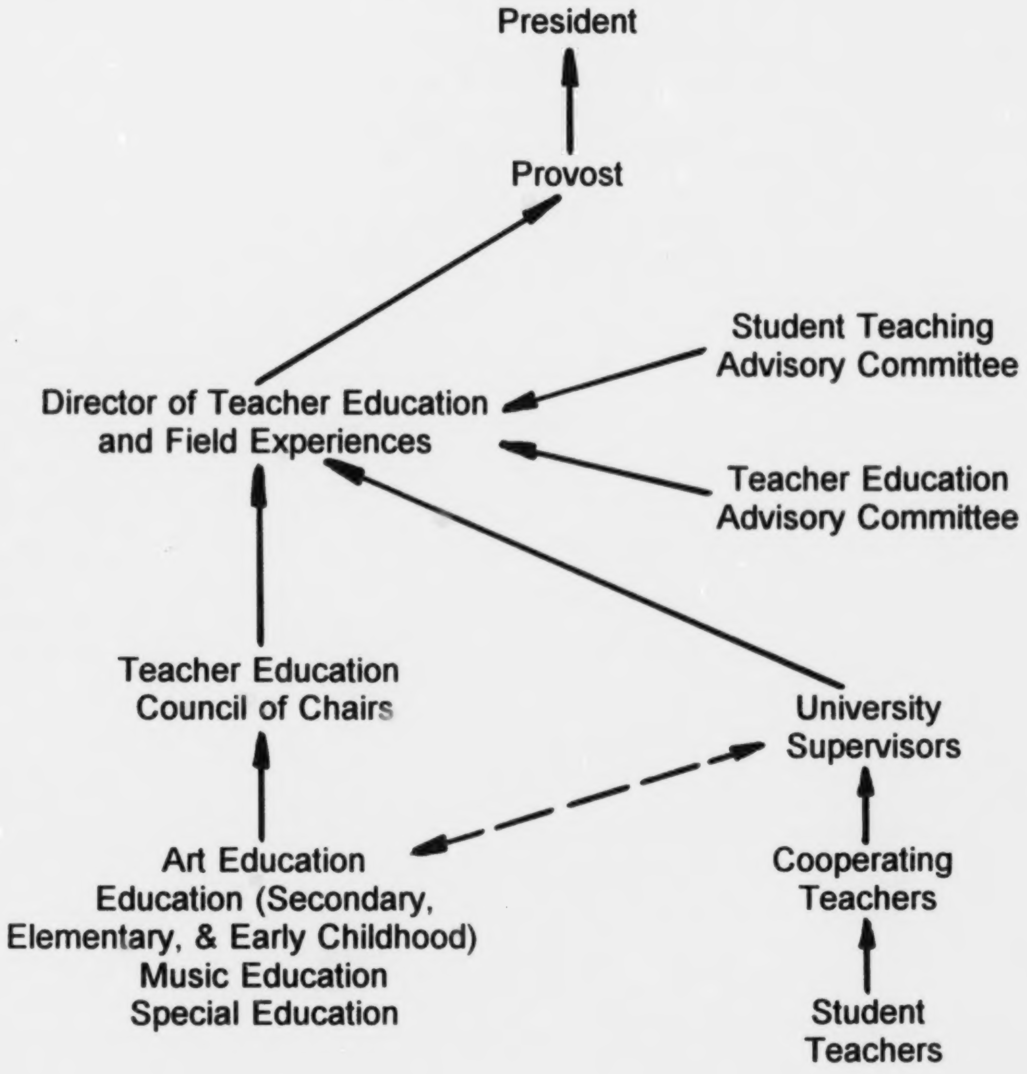

President
Provost
Student Teaching Advisory Committee
Director of Teacher Education and Field Experiences
Teacher Education Advisory Committee
Teacher Education Council of Chairs
University Supervisors
Art Education
Education (Secondary, Elementary, & Early Childhood)
Music Education
Special Education
Cooperating Teachers
Student Teachers

Figure 3: Mansfield University's Administrative Organization for Student Teaching

■ *Student Teaching Meetings: A Semester Model*

On Campus Meetings for Student Teachers (S.Ts.), Cooperating Teachers (C.Ts.), and University Supervisors (U.Supvrs.)

S.Ts. Orientation (1)	C.Ts. and U. Supvrs. Orientation and Inservice (2)	First S.Ts. Reflection and Decision-Making Workshop (3)	Second S.Ts. Reflection and Decision-Making Workshop (3) and S.Ts. Mid-Semester Evaluation Conference (4)	Third S.Ts. Reflection and Decision-Making Workshop (3)	S.Ts. Final Evaluation Conference (5)

Key:

(1) **Student Teachers Orientation**: Student teachers attend orientation meetings on campus the first day of the semester. Student teaching policies are reviewed and student teachers meet with their university supervisors.

(2) **Cooperating Teachers and University Supervisors Orientation and Inservice**: All new and experienced cooperating teachers and university supervisors attend meetings for orientation and inservice to enhance their work with student teachers.

(3) **Student Teachers Reflection and Decision-Making Workshops**: Student teachers return to campus for reflection and decision-making workshops. During these workshops student teachers are actively involved in developing skills consistent with the theme, "Teacher As Reflective Decision Maker."

(4) **Student Teacher Mid-Semester Evaluation Conference**: Student teachers return to campus for mid-semester evaluation conferences with university supervisors and to attend other scheduled workshops or department meetings.

(5) **Student Teachers Final Evaluation Conference**: Student teachers return to campus for final evaluation conferences with university supervisors.

CONTINUED

Off Campus Visits by University Supervisor

First Quarter Orientation Visits with C.Ts. (6)	First Quarter Final Evaluation Conference with C.Ts. (8)	Second Quarter Orientation Visits with C.Ts. (6)	Second Quarter Final Evaluation Conference with C.Ts. (8)
First Quarter Observation Visits One and Two with S.Ts. and C.Ts. (7)		Second Quarter Observation Visits One and Two with S.Ts. and C.Ts. (7)	

Key:

(6) **First and Second Quarter Orientation Visit**: University supervisors make orientation visits with all cooperating teachers. First time cooperating teachers—new to working with Mansfield University or a particular supervisor—are visited as early as possible in the semester.

(7) **First and Second Quarter Observation Visits One and Two**: Each quarter university supervisors make a minimum of two full-class observation visits that include conferences with the student teacher and cooperating teacher. There may be more than two observation visits each quarter, but two visits are required.

(8) **Final Evaluation Conference with Cooperating Teacher**: University supervisors conference with cooperating teachers about their assessments of student teachers' final performance and collect cooperating teachers' Student Teacher Evaluation Reports. University supervisors may also conference with student teachers during these visits. These final evaluation conferences may occur on the same day as the last observation visit.

NOTE: Additional meetings may be scheduled between university and school personnel working with student teachers to discuss matters of mutual concern.

CHAPTER 3: ADMINISTRATIVE GUIDELINES FOR STUDENT TEACHING

■ *Policies and Procedures*

by Mr. Ralph Garvelli,
Director of Teacher Education
and Field Experiences

Semester Hour Requirements

Twelve semester hours of student teaching credits are required in each teacher education program at Mansfield University. These credits are obtained by completing one, full-time semester in a public school system. Student teaching is a guided experience which includes classroom observation, participation, teaching, conferences, and extra-class activities related to the school program. Any exceptions to this requirement are cleared through the appropriate department chairperson and the Director of Teacher Education and Field Experiences.

Admission to Student Teaching

A student must qualify for a student teaching assignment; all assignments are tentative pending attainment of the following standards:

1. A student must have sufficient semester hours of credit to assure graduation within the academic year during which student teaching is planned.
2. A student must meet academic standards as outlined in Mansfield University's "Policies and Procedures" handbook and "Student Guide and Academic Programs" booklet. A minimum 2.5 Q.P.A. (quality point average) is required to have the application for student teaching processed.
3. A student must have completed appropriate teaching methods courses related to the student's area of specialization as well as all prerequisites as outlined in the student teaching application packet.
4. The student must be certified by the respective departmental chairperson as an approved candidate for the student teaching experience.
5. The student must have proof of a current negative tuberculosis test.

Application and Assignments

Eligible students must submit an application to student teach. Following receipt of the application, the student will be given a tentative student teaching assignment. Assignments are recommended by the respective departmental chairperson or the designee. A choice of a student teaching center may be indicated by the student teacher, but it is a practice of the University that an assignment in a student's home community or school district of graduation will be discouraged. Individual cases for exceptions to this practice will be reviewed and acted upon by the appropriate departmental chairpersons and the Director of Teacher Education and Field Experiences. The final assignment will be made in accordance with the needs of the student, the facilities available and the considered judgment of University authorities. All assignments will be made by the Director of Teacher Education and Field Experiences.

Orientation Meetings for Student Teachers

Orientation meetings are held for all student teachers on the first day of the University's semester. Attendance is required at scheduled sessions. At the first day meeting, the Director of Field Experiences and others review the policies and procedures for the student teaching semester. Other meetings include an orientation meeting with the university supervisor and meetings planned by each department. Student teachers receive an agenda for this day. Student teachers report to their assigned district and cooperating teacher on the second day of the University semester.

Course Work During Student Teaching

The following policy regarding taking courses during student teaching has been approved by the Teacher Education Council of Chairpersons:

> Student teachers, as a matter of policy, are not permitted to take any coursework during student teaching. Student teaching is a full-time responsibility in itself, so exceptions to the policy are made in extreme cases only and require the approval of the appropriate departmental chairperson and the Director of Teacher Education and Field Experiences by means of a petition. "Extreme cases" is interpreted to mean approval of up to three credits of coursework only if needed for graduation or certification.

Students with questions about this policy should consult with the Director of Teacher Education and Field Experiences.

Full Participation in School Activities

All students doing full-time student teaching are expected to be in the school to which they are assigned for the full school day unless an exception has been approved by the Director of Teacher Education and Field Experiences. Students receiving less than the full credit per semester will have the time to be spent in the classroom apportioned accordingly. Student teachers are expected to participate in the full program of professional activities in the school to which they are assigned. This participation includes extracurricular and other non-instructional responsibilities that would normally be the responsibility of the student teacher's cooperating teacher. When considered feasible by the local school authorities, student teachers are encouraged to participate in teacher committees, staff meetings, and school projects.

Fulfilling Requirements for Teacher Certification

To secure full credit for student teaching a student teacher must work a minimum of thirty clock hours per week for a period of one semester—teaching, observing, evaluating, and participating in the educational program of the school. In case the student does not put in an adequate number of hours of actual classroom teaching to permit the university supervisor and the cooperating teacher to pass sound judgment relative to his or her proficiency in student teaching, or in case the proficiency is not of a satisfactory nature, the student should be given the appropriate final rating.

Absences

A student teacher participating in a school district is acting in the capacity of a professional person. Regulations governing regular teachers in the school system will be applicable to the student teacher during the stay in that school. No cooperating teacher may excuse a student teacher from any assignment except in case of illness or an extreme emergency. A student teacher, who may wish to be absent from a student teaching assignment for an interview or a reason of similar importance, shall in advance of the anticipated date of the absence obtain permission from the university supervisor. The cooperating teacher should keep a record of all absences of the student teacher and give this report to the university supervisor. Cases of chronic tardiness or any unjustified absence should be reported immediately to the university supervisor or the Director of Teacher Education and Field Experiences.

Approved absences:

1. Illnesses
   The absence should be handled by the student in the same manner as is required of a teacher in that district.

2. Road and Weather Conditions
   Absences related to road and weather conditions are acceptable when approved by local school authorities. However, student teachers should exercise caution and individual judgment.

3. Accidents and Transportation breakdown
   Late arrivals due to transportation should be reported as soon as possible to school authorities in the manner prearranged. Problems related to transportation should not occur regularly.

4. Death in the Immediate Family.
   A funeral is a legitimate and unplanned reason to be absent. Discuss your needs with your cooperating teacher and university supervisor.

Absences Requiring Prior approval:

1. University Convocation
2. Professional conferences
3. Interviews
4. Other special cases

In advance of the date of absence and with the approval of the university supervisor, a student teacher should forward a written request to the Director of Teacher Education and Field Experiences. Written approval must be received prior to the absence.

Substitute Teaching

A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since student teachers normally do not hold a valid certificate, their use as substitute teachers violates the school code.

The official policy of the Pennsylvania Department of Education is that a certified teacher should be present at all times in the classroom. Should an accident occur, the certified teacher could be guilty of negligence for having left a student teacher in charge of the students, and the student teacher could be liable if found responsible for the injury.

Insurance While Student Teaching

To be prudent, student teachers should have liability insurance. A student teacher, like any other person, can be careless and thereby create a dangerous situation that results in injury to someone. A student teacher could be liable for his or her own negligence; this could occur even with a certified teacher present in the classroom.

Student teachers should check their own individual insurance coverage, or that of their family, to be certain they have an adequate protection program — health, accident, hospitalization, and liability. It is especially good to have professional liability coverage. It may be purchased from professional organizations such as Student Pennsylvania Education Association, American Federation of Teachers or Council for Exceptional Children.

Calendar

The calendar of a school district normally does not correspond to the university calendar. During the student teaching semester, the student teacher will be guided by a student teaching calendar. This calendar will begin and end on dates established by the University. The school district calendar will be followed for the balance of the semester unless otherwise specified by the Director of Teacher Education and Field Experiences. Each quarter student teachers should clarify their student teaching calendar with their university supervisor and cooperating teacher.

Housing

Student teachers are responsible for securing housing during the student teaching experience. It is expected that the student teacher will use good judgment in obtaining acceptable housing. The student teacher will be subject to any regulations relative to off-campus living as the University may consider advisable. Student teachers generally locate housing with little trouble. Lists of possible residences may be obtained from local school authorities, newspaper listings, or the Office of Educational Field Experiences.

Automobile Regulations

Student teachers who either drive or ride in a car for the purpose of student teaching are responsible for familiarizing themselves with university automobile regulations and for observing them. If students plan to use cars on campus at any time during the semester, they must be registered with appropriate university officials.

Emergency Closing of Schools

In the event of the emergency closing of a school serving as a student teaching center, the student teachers involved are to inform their university supervisors unless specific instructions covering such emergencies have been issued.

During a strike or work stoppage, student teachers will refrain from teaching or participating in school activities. Student teachers are not to report to their respective schools until the strike or work stoppage has been settled. In such an event, student teachers are to maintain contact with their university supervisors and the Director of Teacher Education and Field Experiences.

Tuberculosis Test Requirement

Act 47 of the General Assembly of the Commonwealth of Pennsylvania, June 22, 1971, now includes the following requirement:

> "Each student teacher and volunteer participating in student activities shall provide to the school administration either a report of a negative tuberculin test or of a chest x-ray showing no active tuberculosis. Compliance by all student teachers, interns, aides, tutors, and students

involved in pre-student teaching experiences is mandated beginning September 1, 1972."

Student Teachers Requiring Disciplinary Action

Prompt and specific reports by the cooperating teacher and school authorities should be made to the University in case of any flagrant or persistent deviations from proper professional conduct on the part of the student teacher. Such reports will receive prompt attention by university authorities and appropriate action will be taken. Any case should be reported directly to the university supervisor or the Director of Teacher Education and Field Experiences. The University recognizes that it is a privilege to work in the public school systems or institutions and it intends to see that the professional conduct of its student teachers is above reproach.

Drugs and Controlled Substances

Should student teachers be found using or possessing controlled substances, they would be charged under a felony count of the crimes code. This also would include supplying to, or participating in drug or alcohol related activities with students.

Should any of the above occur, the following possible results would be precipitated:

1. A criminal record established based on a constituted felony, or no record created if the party, or parties, agree to participate in the ARD program through the courts.
2. Immediate removal from student teaching.
3. Possible removal from the institutional community.
4. Loss of right to refund of monies.
5. Ineligibility for a teaching certificate in the Commonwealth of Pennsylvania and, most likely, the other states and territories of the nation.

■ *Student Teachers and the Law*

An understanding of school law and how it affects the student teacher's relationships with the school board, school administrators, fellow teachers, and students is essential. Misunderstandings about the student teacher and school law have resulted in unrest, controversy, and litigation.

According to Section 1317 of the Pennsylvania School Code the teacher holding a professional employee contract in the public schools "has the right to exercise the same authority as to conduct and behavior over the pupils attending their schools, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians or people in parental relation to such pupils may exercise over them. This is known as *in loco parentis*."

The student teacher is not a professional employee of the school district and as such cannot act *in loco parentis*. It is very important, however, that student teachers know local school district policies related to classroom discipline and other issues. Cooperating teachers should provide student teachers with copies of school discipline and other policy handbooks for teachers. Student teachers should study these handbooks. Cooperating teachers should discuss critical policies with student teachers during the early days of their student teaching assignments.

Tort Liability

The law grants to each individual certain personal rights with regard to conduct that others must respect. Some of these rights arise through the execution of contracts between individuals. Financial responsibility exists when such contracts are breached. Some of these personal rights granted to individuals are independent of contracts. That is even when no formal contract exists, individuals are required to respect the rights of others. If they do not, they are liable for damages.

A tort is defined as a civil wrong independent of (or without a) contract. Social norms are used to provide the basis for legal precedent in determining what is considered acceptable or unacceptable respect for the rights of others. And, while an action against a crime is brought by the state to protect the public, a tort is initiated and maintained by the injured individual in order to obtain redress. Action regarding a crime is for punishment and control while a tort process is for compensation.

Grounds for torts do surface in the school setting. Threats of assault by teachers, actual assault, battery, and interference with peace of mind are all examples of intentional interferences with the rights of students (and possibly others). The doctrine of "strict liability" further allows that damages can be awarded even when there is no actual, identifiable fault for another's injury.

Fortunately for teachers, there are only a few instances where the hazards are so great as to call this doctrine into play.

A more common grounds for a tort is negligence. Negligent acts are neither intended nor expected. The test of negligence is whether or not an accident could have been prevented by reasonable care, the type of care exercised by a person of normal intelligence, of normal memory and perception, of a minimum level of information and experience common to the job and/or community, of such skill and knowledge as s/he has or is seen by the public as having, and with the physical limitations or assets peculiar to that particular individual.

Elements of negligence include duty, standard of care, proximate or legal cause, and injury or actual loss. Duty suggests that the person has the responsibility to protect others and to abide by reasonable standards of conduct in the face of apparent or possible risks. The standard of care required varies with the age of the students and the nature of the experiences or activity. For an act to be negligent, the injury must be a natural or probable consequence of a wrongful act that could have been foreseen in light of the circumstances. Finally, there must be real, actual damage or loss.

There are a number of defenses for negligence. The injured may be judged to have had some responsibility for the problem (contributory negligence). Or, the injured may have done something to increase the opportunity for injury (comparative or shared negligence). Assumption of risk recognizes the inherent risks and dangers of certain kinds of activities. Finally, certain forms of immunity are available to public officials and employees.

Immunity from liability is based on the theory that the state is sovereign and cannot be sued. More practically, however, common law provides that school districts are not liable for torts related to their governmental function, the exercise of rights springing agents, and employees have more limited immunity when their proprietary functions are in question. These are the functions that could be done by a private corporation or by others. Decisions on the limits of liability and immunity vary greatly from state to state. The limits themselves are based both on state legislation and court decisions.

The "bottom line" is that teachers can be judged legally responsible, individually or collectively, for torts. At times, they will share the responsibility for a tort with the employer. At other times, the financial burden of the tort may fall to the employer. In almost any case, the concept of "reasonable care" when properly and consistently exercised by teachers will go far to limit the possibility of liability and loss for the teacher. (Source: Making the Transition, PAC-TE/PSEA, 1995)

Copyright Law

Copy machines are always humming on a college campus. Every student knows the value of their own "copy" which becomes accessible and readily usable on a personal basis.

A new set of responsibilities for teachers has come about because of the rapid development of technology. As a teacher, the copyright laws of the United States must be known and followed as they impact on educators. There are specific guidelines which have been developed for teachers.

Copyright laws pertaining to the teacher use of photocopies, videotapes, and computer software programs must be adhered to. The original Copyright Act was revised in 1976 by adding the doctrine of fair use. Fair use is generally taken to mean that one may use copyrighted material in a reasonable manner without the consent of the holder of the copyright.

Congress also endorsed guidelines developed by educators, authors, and publishers to clarify the fair use doctrine pertaining to teachers photocopying instructional materials from books and magazines. These guidelines allow teachers to make single copies of copyrighted material for teaching or research but are more restrictive in the use of multiple copies. Multiple copies of a work must meet the guidelines in brevity, spontaneity, and cumulative effect.

Short works can be copied. Poems or excerpts cannot be longer than 250 words, and copies of longer works cannot exceed 1,000 words or 10 percent of the work (whichever is less). Only one chart or drawing can be reproduced from a book or an article.

If the teacher doing the copying would not have time to request permission from the copyright holder, then the guideline for spontaneity is met. (But if the material is included in a curriculum before the school term begins, it would not be considered spontaneous).

Cumulative effect limits the use of copies to one course and limits the material copied from the same author, book, or magazine during the semester. In addition, no more than nine instances of multiple copying are allowed during a semester per class. (Source: Making the Transition, PAC-TE/PSEA, 1995)

■ *Child Abuse*

The goal of the Child Protective Service Law, Act 124, is to protect children from abuse, insure their opportunity for healthy growth and development and, whenever possible, to preserve and stabilize family life.

Under Act 124 an abused child is defined as follows:

> An abused child is a child who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental, sexual abuse, or serious physical neglect, if the injury, abuse or neglect has been caused by the acts or omissions of the child's parents or by a person responsible for the child's welfare provided, however, no child shall be deemed to be .

physically or mentally abused for the sole reasons he/she is in good faith being furnished treatment by spiritual means through prayer alone in accordance with tenets and practices of a recognized church or religious denomination by a duly accredited practitioner there of or solely on the grounds of environmental factors which are beyond the control of the person responsible for the child's welfare such as inadequate housing, furnishings, income, clothing or medical care.

Current information on child abuse reporting procedures can be obtained from the Child Protective Services directly. Child abuse reporting procedures or policy writing can be checked directly with the Department of Public Welfare or the Pennsylvania Department of Education. The Childline telephone for reporting suspected abuse cases is still in service, 1-800-932-0313.

An analysis of the current law concerning child Protective Services makes it clear that teachers and other "professional employees" within the school code definition are responsible for reporting suspected child abuse. School personnel have a legal obligation to make a "good faith" report of suspected child abuse through the procedures of their employer. Each teacher should be familiar with the procedures in their school district, and act accordingly. The law provides penalties for a failure to act, and immunity for "good faith" efforts to comply with the law. (Source: Making the Transition, PAC-TE/PSEA, 1995)

Act 151 of 1994: Child Protective Services Law

Beginning July 1, 1995, school employees will be covered by the Child Protective Services Law (CPSL). This law is more commonly known as Act 151.

Act 151 of 1994 creates an additional avenue of investigation and prosecution of school employees when child abuse is alleged (in addition to existing criminal, civil and professional avenues). Also, employees' names can be placed on a statewide child abuse register. Beginning in July 1996, applicants for school employment and some types of transferring employees will have to get background clearances showing that they are not listed on the register. The charge for the clearances will probably be $10 or less.

Act 151 sets up a separate system within the CPSL for handling complaints against school employees; the procedures are different from those used when family abuse is alleged. Anonymous complaints will not be accepted on the Welfare Department's hotline; complaints against school employees must be reported through school administrators. Only limited, serious types of abuse will be eligible for complaint; "sexual abuse or exploitation" and "serious bodily injury." The latter is defined as "bodily injury which creates a substantial risk of death or which causes serious permanent disfigurement or protracted loss or impairment of function of any bodily member or organ." This definition should significantly reduce the frivolous complaints, such as students claiming to have been pushed by teachers.

A basic outline of the process follows:

- School employees must report to school administrators when they have reasonable cause to suspect another employee of sexual abuse or abuse that caused serious bodily injury to a student.
- Administrators then must report to local law enforcement officials and the district attorney.
- If the law enforcement officials find reasonable cause to suspect such abuse occurred, they must notify county Children and Youth Social Services.
- The Children and Youth agency must give notice to the employee that the report has been filed prior to interviewing the employee. (*This is the point when the suspected employee should obtain legal representation either through their professional organization or private sources.)*
- The Children and Youth agency has 60 days to complete its investigation and determine whether the report is "indicated" or "unfounded."
- If a report is determined to be "indicated," the employee's name is placed on the statewide register. Employees have 45 days to appeal the finding to the Secretary of Welfare. If the appeal is denied, the employee has 45 days to request a hearing.

(Source: PSEA Newsletter, February, 1995).

■ *Criminal Background Checks*

PA law requires that both public and private schools conduct background checks (commonly known as ACT 33 and ACT 34) with the Department of Welfare and the PA State Police on all potential employees!

ACT 33: Act 33 requires that background checks be conducted with the Department of Welfare—commonly referred to as a Child Abuse History.

ACT 34: Act 34 was signed into law on July 1, 1985. The law requires that criminal history background reports be performed on all prospective employees or independent contractors where those individuals have direct contact with children. This background information may not be more than one year old at the time of the employee's application for appointment. Employment will be prohibited if the criminal history report shows that the applicant was convicted, within five years immediately preceding the date of the report, of any one of a list of crimes, consisting of felonies or misdemeanors related to child abuse.

Persons currently teaching, who were not required to go through an Act 34 check will not be subject to the conditions of the Act. Any person who has once obtained the required information may transfer to another school in the same district or a school established and supervised by the same organization without being required to obtain additional reports before making a transfer. The requirement of seeking background checks applies to all prospective employees and independent contractors and their employees unless the employees/independent contractor(s) have no direct contract with children. The law does not expressly define direct contact, however, a common sense application of the criteria to local fact situations provides reasonable analysis for determining whether background checks should be acquired because of direct contact. For example, someone delivering food or supplies to a school may be considered exempt from background checks when it is unlikely that a normal function of the delivery person's employment is direct contact with children and if the contact occurs, it is likely to be incidental. Another example might be sporting event referees supplied by the Pennsylvania Interscholastic Athletic Association.

There is no definition of residency in Act 34. Therefore, there is no prerequisite of a prospective job applicant to reside in the commonwealth for any period of time prior to being considered a resident subject to securing a state police criminal history check. Immediately upon moving to Pennsylvania, an individual will be considered a resident for Act 34 purposes.

A public school entity or a private school may accept copies of the background check for inspection. If the candidate is to be employed, however, the original document must be produced for inspection prior to the employment beginning. Employment begins at the point when the school board or governing body votes to employ the candidate. The vote must identify the date when actual work begins. No candidate should be placed in any assignment prior to receiving the inspection of the original background check and the formal employment vote.

It is the opinion of the Pennsylvania Department of Education that existing law assures that criminal history record information be kept confidential. The information on the criminal history check can be used only for purposes of the decision to hire or not to hire. The employer may not release this information for any other purpose.

The requirements of Act 34 do not apply to volunteers or unpaid aides. Additionally, student teachers are not employees for purposes of Act 34. Student teachers are unpaid volunteers and a district does not hire student teachers. Student teachers also meet the three exemption requirements which are permitted even for employees in Section F of Act 34, 24.P.S.111 (F:). They are twenty-one years of age, are employed (in this case, volunteer) for periods of ninety days or less and are part of a job development and/or job training program funded in whole or in part by public or private sources.

Substitute teachers are employees covered by Act 34. An individual who is a new employee in a school entity must produce the required background check.

In emergency situations, employers may not hire employees pending the securing of the required background check. New employees must have undergone the check prior to their employment. When emergency situations develop, the turnaround time on the check can be reduced for Pennsylvania residents by hand carrying the SP4–164 Request for Criminal History Record Information to the Director, Records and Identification Division, 1800 Elmerton Avenue, Harrisburg, PA and the background check will be performed immediately. The form can only be returned to the applicant by mail. The applicant may also use overnight delivery services and by submitting a letter with the form calling attention to the urgency of the situation. These requests will be given priority and will be returned by mail in one or two days. (Source: Making the Transition, PAC-TE/PSEA, 1995)

Questions about Criminal Background Checks

1. *How is the information gathered for a criminal background check?*

Anyone can request a criminal background check with an individual's name, date of birth and social security number. (This information is usually listed on an employment application.) When the PA State Police receive a background request, they access a computer database and ail criminal activity is returned to the applicant. The State Police place no cut-off date on records and send all records to the applicant/requestor.

2. *What will be in the report?*

All summary, misdemeanor and felony convictions are disclosed. No explanation of the crime will accompany the report. For example, if someone was arrested for theft, whether for one dollar or one thousand dollars, the report would show the same violation—retail theft!

3. *If arrested and not guilty, should I pay a small fine and plead guilty or fight the conviction and face costs up to hundreds of dollars?*

For example, a college student ate a Slim Jim worth seventy-five cents before paying for it. The owner wanted to make a point and prosecuted. The student, pleaded guilty, although he did intend to pay for the items, in order to keep things simple and keep costs down. The student now has a record for retail theft.

4. If I have not committed a serious crime, can ACT 34 still affect my employability?

Many college students may not realize that a lot of the activities they choose to participate in can affect their future criminal records. The following are some examples:

a. Providing alcohol to minors or being at a party where alcohol is served to those under 21 can result in violations to ACT 34, Title 18, Section 4304, Endangering the Welfare of Children (Minors) and/or Section 6301, Corruption of Minors.

b. Have you ever been caught "skinny dipping?" This could lead to a recorded violation of Act 34, Title 18, Section 3127, Indecent Exposure.

c. DUI convictions can be cause for elimination from employment or conviction for possess of a controlled substance, especially for marketing/sales and other related positions where the use of a company car and insurance for the use of that car are concerned.

5. *If I have been in trouble with the law, how do I find out if I have a criminal record?*

If fingerprints were taken, chances are the local magistrate has forwarded the information to Harrisburg, therefore establishing a criminal record. Anyone can request a background check, even on herself or himself. If a person has been in trouble with the law, s/he should find out if a criminal record has been established.

Don't let a criminal record put a road block on your highway to a teaching career!

NOTE: This information was verified by the Office of School Services, at the Department of Education in Harrisburg, September 1993.

CHAPTER 4: SUPERVISION OF STUDENT TEACHERS

■ *Introduction*

This chapter recommends ways to supervise student teachers. Chapter 5 explains how student teachers are evaluated. Supervision and evaluation are similar but their purposes are very different. Supervision is about helping a student teacher develop professionally, while evaluation is about making an interim or final judgment about a student teacher's current performance using the Student Teacher Evaluation Report.

Supervision is a teacher-centered process including many interactions between the student teacher and his or her cooperating teacher or university supervisor. These interactions focus on the student teacher's performance and suggestions for improvement. Evaluation is a more supervisor-centered process as the student teacher is observed and evaluated (i.e., graded).

Student teachers, like practicing teachers, are involved in both supervision and evaluation. Student teachers are supervised throughout the student teaching semester by both their cooperating teachers and university supervisor. They are evaluated at the end of the semester by their university supervisor with input from their cooperating teachers.

■ *How Should Student Teachers Be Supervised?*

This chapter discusses three elements–leadership style, clinical supervision, and portfolios–of Mansfield University's approach to working with student teachers.

Mansfield's goal is the development of a student teacher who reflects about his or her decisions before, during, and after teaching, and who becomes a self-directed, life-long learner. The practices discussed in this chapter will empower a student teacher to assume more control over his or her own professional development. It is imperative that these habits of reflection and self-direction begin during student teaching.

■ *Who Will Supervise and Evaluate Student Teachers?*

When the supervisor and evaluator are the same person (e.g., the principal), it is often difficult for teachers to trust the supervisor and discuss real concerns about their teaching. In an ideal world some believe different individuals should fill the supervisor and evaluator roles.

Separation of the supervisor and evaluator roles is possible in the Mansfield University student teaching program. The cooperating teacher is the natural supervisor with his or her daily contact with the student teacher and familiarity with the student teaching situation (e.g., students, subject matter, and school setting). The university supervisor is the natural evaluator with his or her broader perspectives from working with many student teachers in a variety of school contexts.

University supervisors help with supervision through their classroom observations that include conferences with both the student teacher and cooperating teacher. Cooperating teachers give important input into evaluation by completing Part 1 of the Student Teacher Evaluation Report near the end of their work with a student teacher.

■ *What Leadership Style Works Best with Student Teachers?*

A leadership model by Hersey and Blanchard (1982) suggests that effective leaders change their leadership style depending on the situation. This model defines four leadership styles—telling, selling, participating, and delegating. According to this model a leader should select the style which best suits the needs of his or her followers. Followers' needs vary along two dimensions: a) the follower's expertise related to the demands of the situation and b) the follower's confidence about performing in the situation. Initially, for example, most student teachers lack expertise and confidence. As their expertise grows, however, they may still lack confidence, or they may become more confident than their expertise warrants. The cooperating teacher or university supervisor must assess the student teacher's needs and choose the leadership style that offers the student teacher the appropriate mix of direction and support. A description of the four alternatives of this model follows

Figure 4: Leadership Styles for Different Situations

TELL SELL CONSULT DELEGATE

LEADERSHIP STYLES

- **The "telling" style,** based on high-directive, low-supportive leader behavior, is appropriate when a task or situation is totally new to a follower. With this style, communication is mostly one way. The leader defines the roles of followers and tells them what, how, when, and where to do various tasks. Problem-solving and decision-making are initiated solely by the leader. Solutions and decisions are announced, and implementation is closely supervised by the leader.
- **The "selling" style**, based on high-directive, high-supportive leader behavior, works best for the follower who has gained some experience but probably is still uncertain in the situation. The leader provides lots of direction and makes most of the decisions, but by increasing the amount of two-way communication he or she attempts to hear the followers' feelings about decisions as well as their ideas. While support is increased, control over decision-making remains with the leader.
- **The "consulting" style**, based on high-supportive, low-directive leader behavior, works when the follower is skilled but still lacks confidence to work independently. With this style, problem-solving and decision-making are shared. Two-way communication is increased with the leader actively listening; this is appropriate since the follower has the ability to do the tasks and just needs support.
- **The "delegating" style**, based on low-supportive, low-directive leader behavior, is appropriate when the follower has the ability and confidence to "run his or her own show." The leader and follower must agree on the problem, but then the decision-making process and how the tasks are to be accomplished are totally delegated to the follower.

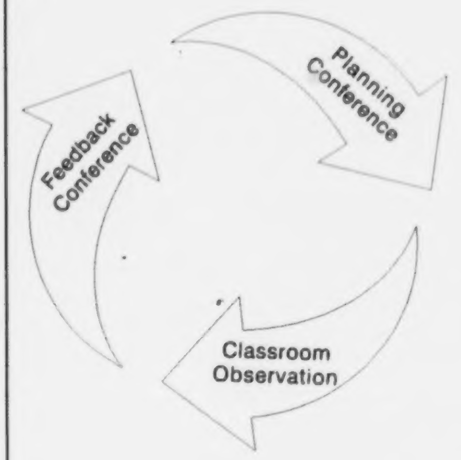
This situational leadership model suggests that as most student teachers gain expertise and confidence, cooperating teachers and university supervisors should give them less direction while maintaining support. Student teachers will vary in how quickly they change but, especially in the second student teaching assignment, many student teachers will learn and gain confidence quickly. By the end of the second experience, a team-teaching situation often evolves in which a "participating" leadership style is most appropriate.

■ *What Exactly Is Clinical Supervision?*

Clinical supervision, developed during the 1960s, is a three-step method of observing teachers. Conferences are held before and after the observation. "Clinical" refers to the face-to-face conversation between the teacher observed and the observer during the pre- and post-conferences. These interactions frequently do not occur when teachers are observed.

For most student teachers (and practicing teachers), it is a little unnerving to be observed. The clinical supervision process reduces the student teacher's anxiety because the student teacher helps plan the observation during a pre-conference and helps analyze the information collected by the observer in the post-conference. Thus, the student teacher feels more in control of the process. The primary purpose of clinical supervision is the professional development of the student teacher with the expectation that improved teaching and student learning will follow.

Figure 5: Clinical Supervision Cycle



Three Phases of the Clinical Supervision Cycle

(Acheson & Gall, 1992)

Step One: Pre-conference

The first phase of clinical supervision is a preconference. With a little practice this conference need take only five or ten minutes, but it is important that it not be omitted. Before the observation, the observer needs to understand the student teacher's lesson plan and what to information to collect that would be helpful to the student teacher. First, the observer must determine what concerns the student teacher has about the lesson—perhaps, student participation, clarity of lecture, or teacher questions or feedback to students. Second, one or two of these concerns must be translated into behaviors that can be observed and recorded—for example, what will students be doing when they are participating, or what behavior of the student teacher or students will show the lecture is clear, or what types of questions or responses are expected.

During the pre-conference, the teacher is responsible for translating his or her concerns into behavioral terms. The observer must listen actively, ask probing questions until he or she understands clearly, and then decide how to collect data related to the teacher's concerns.

Step Two: Observation

The second phase of clinical supervision is the actual observation of the lesson. Again, the emphasis is on collecting data useful to the teacher, since it is difficult to observe oneself. Observers can devise their own methods for recording information or adopt standard methods suggested in the literature on supervision. For example, student participation can be recorded on a seating chart, or a lecture can be audiotaped and analyzed for clarity. In another technique types of questions and responses can be categorized and tallied on a chart prepared before the observation.

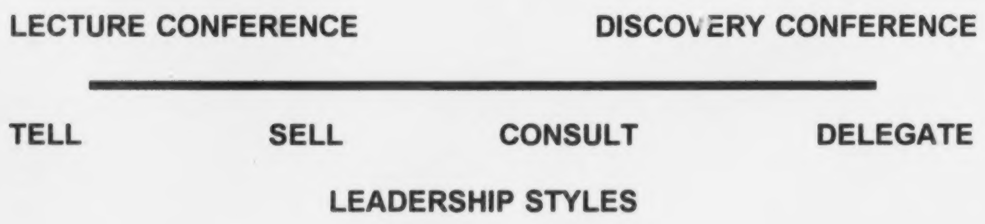
When first participating in the clinical supervision process, most student teachers will have difficulty identifying specific concerns. In these cases anecdotal notes or audiotape or videotape recordings are recommended. These techniques provide a broad view of the classroom; areas of concern will probably surface during a post-conference discussion of the notes or tapes. A low-risk way to begin is to allow the student teacher to listen to or watch a tape alone while making some notes in preparation for a post-conference.

Step Three: Post-conference

The third phase of clinical supervision is the post-conference. Good data is a prerequisite for a good post-conference. The goal of the observer is to guide the student teacher in analyzing the information collected during the observation. Initially, cooperating teacher or university supervisor will probably have to analyze the data for student teachers while pointing out parts of the data that support the his or her analysis. The goal, however, is for the observer to present the information collected and lead the student teacher in his or her own analysis.

A post-conference can be thought of as either a lecture or discovery-type lesson with one person. A lecture-type conference, using a "telling or selling" leadership style, is indicated when a student teacher has problems that must be corrected or when the clinical supervision process is new. In lecture conferences, the supervisor states key points and shows out observation data that support these points. A discovery-type conference, using a "consulting" or "delegating" style, is appropriate when a student teacher is capable of analyzing his or her own teaching and setting goals for improvement. In discovery conferences, the role of the supervisor is to present the observation data and facilitate the teacher's analysis and goal setting through indirect teaching approaches such as active listening, questioning, and summarizing.

Figure 6: Two Types of Conferences



▪ *How Can I Learn More about Clinical Supervision?*

Practice is probably the best teacher. You might begin by audio- or videotaping your own teaching and discussing the tape with a colleague. A second step is to observe each other teach. Also, two videotape sets, "Another Set of Eyes: Observation Skills," and "Another Set of Eyes: Conferencing Skills," published by ASCD are available from Retan Center Library.

Recent "Fall Thing" and "Spring Thing" workshops for new and experienced cooperating teachers and university supervisors have focused on clinical supervision techniques. In addition, a new Mansfield University graduate course, ED 596, Supervision: Principles and Current Practices, focuses on clinical supervision.

In selecting cooperating teachers in the future Mansfield anticipates giving preference to teachers with training in clinical supervision.

▪ *What Is a Student Teaching Portfolio?*

The purpose of the Mansfield University student teaching portfolio is to foster student teacher reflections about their experiences while student teaching. Chapters 5 and 6 explain the requirements for this portfolio. Your university supervisor will elaborate on these written instructions.

In general, a portfolio refers to some container—folder, box, bag, or notebook—in which a person collects evidence of his or her learning. Traditionally, artists have developed portfolios to show others their work. In the last ten years teachers of writing have experimented with portfolios as a way to observe students' progress over time. Like artists, writers have collected representative samples of their writing products.

Portfolios may serve different purposes. Some school districts and states are developing portfolio assessments to replace or supplement standardized testing. In these cases, the contents of the portfolio and the grading of these items is standardized. At the other end of the continuum some teachers are using portfolios to help students learn to evaluate their own performance. In these instances, the contents do not have to be standardized, but rather students and sometimes teachers may select pieces of work for their portfolios that illustrate the student's growth. Periodically, the student and/or teacher may analyze the portfolio contents to set new learning goals.

Creating a student teaching portfolio will help student teachers set goals and assess their own progress. (What do I want to learn during student teaching? What goals do I have at the outset? What strategies have I tried? What are some of the results?) In other words, student teachers can begin to take charge of their own professional development.

■ How Do Clinical Supervision and Portfolios Promote Student Teacher Reflection?

Clinical supervision and portfolios both encourage student teachers to be in charge of their own learning. Compared with other beginning professionals such as engineers or doctors, practicing teachers receive less direct supervision. They may work behind closed doors with their students. In this process many teachers develop their unique style of teaching. Therefore, it is critical that teachers continually reflect about their own learning, and it is important that habits of self-assessment and self-direction be fostered from the beginning of teaching.

■ University Supervisor Observation Form

The Student Teaching Observation Form (see following page) has been designed to let university supervisors use a variety of observational techniques. The triplicate form provides a copy for the student teacher, the cooperating teacher, and the university supervisor.

The following guidelines for completing this observation form have been developed:

1. A minimum of two full-class observations each quarter will be made by university supervisors. During these visits the clinical model of supervision (pre-conference, observation, post-conference) should be followed as much as possible.
2. A summary of comments by student teachers, cooperating teachers, and other appropriate personnel should be documented.
3. University supervisors should especially document progress related to the major categories on the appropriate student teacher evaluation instrument
4. Copies of the observation data will be given to the student teacher and cooperating teacher. The university supervisor's copy will be filed in the Field Experiences Office at the end of the semester; this copy will be maintained for five years.

MANSFIELD UNIVERSITY, MANSFIELD, PA 16933 Page ___ of ___
Student Teaching Observation Form

Student Teacher: __________________ School: _____________ Date: _____ Supervisor: _____________

SAMPLE FORM

COPIES AVAILABLE FROM THE
EDUCATIONAL FIELD EXPERIENCES OFFICE

White - University Supervisor Yellow - Student Teacher Pink - Cooperating Teacher

CHAPTER 5: EVALUATION OF STUDENT TEACHERS

■ Overview of Evaluation

As discussed in chapter 5 supervision focuses on the student teacher's professional development. Evaluation focuses on giving the student teacher an interim or final grade.

This chapter describes recommended procedures for evaluating student teachers. Samples of the following Manfield University evaluation instruments are found in Appendix A:

1. The Student Teacher Evaluation Report (for all student teachers except music)

2. Subject Matter Competency Guides for art, elementary, elementary/early childhood, English, foreign language, mathematics, science, social studies, and special education (for use with the Student Teacher Evaluation Report, Part 1, for evaluation student teachers' subject matter proficiencies (criteria 18–20).

3. The Music Student Teaching Evaluation Report (for student teachers of music only)

Evaluation is an ongoing part of student teaching. Formative evaluation conferences using the appropriate Student Teacher Evaluation Report help ensure that the final evaluation is not a shock to the student teacher.

It is recommended that a cooperating teacher and student teacher review the criteria in the Student Teacher Evaluation Report bi-weekly to become more aware of the student teachers' emerging strengths and to develop strategies to promote growth in problem areas. It is important that the cooperating teacher keep the university supervisor informed about the student teacher's progress.

■ Procedures for Evaluation

The following procedures ensure that the final evaluation of the student teacher will be based on input from the cooperating teacher, student teacher, and university supervisor:

1. The university supervisor will provide each cooperating teacher with a copy of the appropriate Student Teacher Evaluation Report and this Student Teaching Manual. Each student teacher will purchase a copy of this manual. The university supervisor will familiarize the cooperating teacher and student teacher with the evaluation report and its intended use.

2. About every two weeks it is recommended that the student teacher and cooperating teacher review the Student Teacher Evaluation Report to check progress and plan next steps. Perhaps, certain criteria will not be addressed in early reviews, but questions may be asked and progressed noted orally and in writing. A different color pen may be used for each review and/or comments dated.This allows the student teacher to see his or her progress during later reviews.

3. Use of the subject matter competency guides is optional, but may be helpful when evaluating a student teacher's subject matter proficiencies on the Student Teacher Evaluation Report, Part 1, criteria 18–20. These guides define "subject matter proficiency" by listing the desired competencies for each major (art, elementary, elementary/early childhood, English, foreign language, mathematics, science, social studies, and special education).

4. The cooperating teacher completes Part 1 of the Student Teaching Evaluation Report before the final evaluation conference with the university supervisor. Scores between two choices are permitted (e.g., 3.5 or 3.8 points, rather than 3.0 or 4.0). University supervisors are responsible for completing Part 2.

5. In addition to the numerical ratings, cooperating teachers are invited to write comments on the Student Teacher Evaluation Report. These comments are important for the supervisor to consider when determining grades; also comments can also help the supervisor and cooperating teacher if the student teacher asks them to write letters of recommendation.

6. The final evaluation reports of the cooperating teachers and university supervisors are kept in the Field Experiences Office for five years and then destroyed. The Director of Teacher Education and Field Experiences may refer to these reports, but in no case are these reports sent to any prospective employer. The student teacher may give permission to place a summary of the final evaluation report in his or her placement folder (see form in Appendix A).

7. If the Director of Teacher Education and Field Experiences changes a student teacher's university supervisor at the mid-semester point, then both supervisors will meet to discuss the final grade. If the university supervisors disagree about the final grade, then the Director of Teacher Education and Field Experiences and the chair of the student's department will review all appropriate materials and assign the grade.

■ *Development of the Student Teacher Evaluation Report*

by Dr. Barry Brucklacher

In January, 1993, the Mansfield University Teacher Education Council of Chairs (TECC) formed a committee that developed a unified knowledge base for teacher education. The result was a pyramid model and an organizing theme, *Teacher as Reflective Decision Maker*.

Sixty years earlier, John Dewey defined reflective thinking as the "active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it" (Dewey, 1933, p. 9). With this statement in mind, education faculty at Mansfield have used the organizing theme to make changes in education courses and field experiences, and to refine indicators for evaluation. They have made the most significant changes in student teaching, the capstone field experience in the teacher education program.

In the past, education faculty at Mansfield University evaluated student teachers primarily in consideration of pedagogical techniques. Following the development of the Teacher-as-Reflective-Decision-Maker theme, faculty recognized a need to revise the instrument used in student teaching. Using the results from an ongoing study of cooperating teachers' evaluation reports, faculty edited the previous evaluation criteria and indicators. The new evaluation instrument has two parts: Part I, 20 criteria that assess various student teacher performances; and Part II, reflective exercises. Student teachers can earn as many as 140 points in Part I and as many as 60 points in Part II. Part I criteria are grouped into three categories: Demonstrated Personal Behaviors (5 criteria, each with 5 indicators worth from 0 to 4 points), Demonstrated Teaching Behaviors (12 criteria, each with 5 indicators worth from 0 to 8 points), and Demonstrated Subject Matter Proficiencies (3 criteria, each with 5 indicators worth from 0 to 8 points). Part II exercises vary in point value from 5 to 20 points.

The exercises in Part II address three types of reflection—reflection on practice, reflection in practice, and reflection for practice (Killion and Todnem, 1991) or, in terms used by Reynolds (1992), "postactive," "interactive," and "preactive." These exercises should encourage student teachers to ask, "Why am I teaching what I'm teaching in the way that I'm teaching it?" (Laboskey, 1994, p. 108). The six exercises include:

- Exercise 1 (10 points) requires student teachers to set personal goals for student teaching, a preactive task that involves reflection for practice.
- Exercises 2 and 3 (5 points each), audiotape and videotape analyses, are postactive tasks. Also, these two exercises are interactive tasks in the sense that while student teachers listen to or watch the tapes, they are able to observe themselves and consider what they were thinking of at certain moments.
- Exercise 4 (10 points) involves postactive and preactive reflection.

Student teachers write at least 10 journal entries and then choose four to submit to the university supervisor for grading. Brubacher, Case, and Reagan (1994) wrote that such narratives "serve to contextualize the classroom experience . . . and provide one of the most effective ways in which reflective practice can be encouraged" (p. 23). Richards and Lockhart (1994) similarly believed that the process of writing a journal can help student teachers to discover insights about teaching.

- Exercise 5 (10 points) requires two additional reflective activities. Since student teachers have spent 12 to 16 years observing classroom teaching, they bring unique backgrounds and perspectives to their student teaching experiences. Exercise 5 is intended to allow for reflective exercises that are most appropriate for the individual student teacher.
- Exercise 6, the progress report, has the greatest point value of any of the exercises: 20 possible points. Requiring postactive and preactive reflection, the progress report is linked to the goals set in Exercise 1. The progress report is intended to help student teachers crystallize some of the things learned from the experience and to make some plans for the future (Posner, 1993).

■ *Evaluation and The Student Teaching Triad*

The shared responsibility of the student teaching triad—student teacher, cooperating teaching, and university supervisor—for a successful student teaching experience was represented by an equilateral triangle in chapter 2. Gore (1991) proposed that the triangle's sides would vary in length at different times to reflect the relative importance of each person's roles. While the student teacher is the central focus of the triad, he or she usually has less experience, skills, and knowledge of teaching than the cooperating teacher or the supervisor. Furthermore, the student teacher has a relatively weak "voice"—the cooperating teacher is the authority in the school and classroom, and the supervisor represents the university's rules and requirements. Using such a model to represent the evaluation process in Mansfield University's student teaching, the triangle sides that represent the university supervisor and the cooperating teacher are longer than the side that represents the student teacher. Similarly, the triangle side representing the university supervisor is longer than the side representing the cooperating teacher—the supervisor always has the final say in questions of evaluation. Mansfield University's policy for evaluating student teachers is summarized on the first page of the Student Teacher Evaluation Report: "The university supervisor assigns the midterm grade—using "Satisfactory" and "Unsatisfactory"—and the final letter grade. In determining the final letter grade, the university supervisor considers the Part 1 points from both cooperating teachers and his or her own Part 1 points, adds the points earned in Part II, and determines the final letter grade from the scale of 200 total points."

CHAPTER 6: STUDENT TEACHERS' ROLES AND RESPONSIBILITIES

■ *Introduction*

This chapter is addressed especially to student teachers. It explains the requirements of student teaching and gives suggestions for how you can be highly successful in this important endeavor.

Student teaching is a time to test your developing philosophy, knowledge, and skills in classrooms. Ideas and approaches that sounded good in your university courses can be tried and refined.

Student teaching is a time of tremendous growth. In the course of one short semester, you must accomplish that sometimes difficult transition from student to teacher. You will learn to view yourself as a capable professional who is charged with an important responsibility—the education of young people.

Student teaching can be an anxious time. You will want to do well because student teaching is important to your professional career. For many, anxiety can grow out of uncertainty. "Will I enjoy teaching?" "How successful will I be?" "Will I be able to gain my students' respect?" "What will my cooperating teachers be like?"

As you face this exciting yet possibly anxious period, this manual should assist you. It has been developed with the suggestions of numerous student teachers, cooperating teachers, and university supervisors. Used diligently, it should help make your student teaching semester valuable and productive.

■ *Professional Relationships*

Student teachers should show that they appreciate the opportunity to student teach. Whether considered junior members of the staff, associate teachers, or co-teachers, student teachers are really guests of the school system to which they are assigned. Cooperating teachers, other teachers and staff, and school administrators give their time, help, and interest for very little financial reward.

Student teachers should assist in building a positive image of Mansfield University. It is important that each student teacher behave responsibly and professionally to represent himself or herself and Mansfield University well.

■ *Student Teaching Requirements*

Mansfield University student teachers are expected to complete all of the requirements described in this chapter, plus any addition requirements of their department or university supervisor. This chapter includes suggestions for completing these requirements and a checklist to record your progress. It is strongly recommended that you study these requirements and the appropriate Student Teacher Evaluation Report for your department, and then discuss them with your university supervisor and cooperating teacher to understand their expectations.

	PAGE 1, STUDENT TEACHING REQUIREMENTS Notes: See Appendix A for all student teaching forms. Your university supervisor will set due dates.	**DUE DATES** Q. 1 & Q. 2 = your 1st & 2nd S.T. Assignments
1.	**Directory Card** (Required form. Return to Field Experiences Office first day of the semester.)	
2.	**Student Teaching Information News Release** (Optional form. If news release is desired, return to Field Experiences Office first day of the semester.)	
3.	**Class Schedule** (Required form each student teaching quarter. Give to university supervisor as instructed.)	Q. 1 Q. 2
4.	**Notification Data** (Required form each quarter. Give to university supervisor as instructed.)	Q. 1 Q. 2
5.	**Observations** of other teachers (Five observations per quarter required.)	Q. 1 Q. 2
6.	**Daily lesson plans** (For each lesson you teach)	Q. 1 Q. 2
7.	**Unit plans** (At least one five-day unit required; one each quarter recommended.)	Q. 1 Q. 2
8.	**Multicultural education experiences** (One per quarter)	Q. 1 Q. 2
9.	**Special education experiences** (Two per quarter; special education student teachers should substitute two regular education experiences.)	Q. 1 Q. 2
10.	**Full-time teaching** (A minimum of one week of full-time teaching during the second student teaching assignment.)	Q. 1 Q. 2

CONTINUED

PAGE 2. STUDENT TEACHING REQUIREMENTS **DUE DATES**

11. **Student Teaching Portfolio** (Required for Art, Elementary, Elementary/Early Childhood, Secondary, & Special Education. See Part II of the Student Teacher Evaluation Report for details.)

    Exercise 1. Student Teaching Goals ____________

    Exercise 2. Audiotape and written analysis ____________

    Exercise 3. Videotape and written analysis ____________

    Exercise 4 Journal Entries (one multicultural) ____________

    Exercise 5 Two self-selected reflective activities ____________
    (one multicultural or with special needs students) ____________

    Exercise 6 Final Progress Report ____________

12. **Additional Department and/or Supervisor Tasks** (List below other requirements assigned.)

    ______________________________ ____________
    ______________________________ ____________
    ______________________________ ____________
    ______________________________ ____________

13. **Survey of Multicultural Experiences** (Required form. Give to your university supervisor.) ____________

14. **Survey of Special Education Experiences** (Required form. Give to your university supervisor.) ____________

15. **Summary of "Student Teacher Evaluation Report" or "Music Student Teacher Evaluation Report"** (Optional form. Give to your university supervisor.) ____________

16. **Recommendations for Placement File** (Optional. If desired, request recommendations from your cooperating teachers and university supervisor.) ____________

NOTE: See Appendix A for an optional, weekly checklist for accomplishing these requirements, "Weekly Checklist of Suggestions for Student Teaching."

■ *Completing the Student Teaching Requirements*

1. **Observations of other teachers (five per quarter).**
   Take every opportunity to observe others teach. Your cooperating teacher may need to help you set up appointments for these observations. Remember that you are looking for ideas to emulate. Try to schedule your observations throughout the semester, so that you can search for solutions to your current concerns. (See Chapter 9, Observations of Teachers.)

2. **Daily lesson plans for each lesson you teach.**
   Careful planning before teaching a lesson allows you to concentrate on your students and your teaching during a lesson. Detailed plans should be written for each lesson that you teach and submitted to your cooperating teacher one to two days before the lesson or on the schedule set.

   After you teach a lesson, think about the results— what worked well and what would you change? Write your ideas on the lesson plan before you file it.

   Your supervisor may specify a particular lesson plan format. He or she must give prior approval for simplification of your lesson plans.

3. **Unit plans (one five-day unit required; one per quarter recommended).**
   Developing a unit plan gives you the opportunity to demonstrate long-range planning. The subject matter for a unit plan must be approved by your cooperating teacher.

   Units may begin with a textbook unit but should include supplemental materials and a variety of teaching strategies. Unit goals should include more than mastery of content. For example, goals related to multiculturalism, study skills, or reading and writing could be integrated in unit plans. You might want to invite an outside speaker or incorporate a field trip or student performance. (See Chapter 9, Student Teacher Lesson Planning, for more information on unit plans.)

4. **Multicultural education lessons (one lesson per quarter).**
   Multicultural education increases our understanding of cultural diversity. Each individual's perspective is influenced by membership in a number of these microcultures, based on ethnicity, social class, gender, religion, and special learning needs.

   Multicultural education is aimed at helping individuals understand and appreciate the perspectives of others. Many resources are available in Retan Center Library.

5. **Special education experiences (two per quarter).**

   You may work with special needs students in your classes. You should also interview and observe at least two special education teachers in your school each quarter because it is important for you to understand the role of these teachers, especially how they may assist you as a classroom teacher.

   Special education student teachers may observe and/or work in inclusion classrooms. Experiences that allow you to manage a full-size class will be valuable.

6. **Full-time teaching (a minimum of one week of full-time teaching during the second student teaching assignment).**

   Student teachers should assume full responsibility for most duties of their cooperating teachers for a few days—a minimum of one week during the second student teaching assignment. Full-time responsibility for a brief time is Mansfield University's goal for all student teachers to prepare them for a first-year teaching position. However, the best time to start full-time responsibility and its duration should be determined by the cooperating teacher in consultation with the university supervisor.

7. **Reflective Exercises (Student teachers of art, elementary, elementary/early childhood, secondary, and special education complete the exercises outlined in Part II of the Student Teacher Evaluation Report. Student teachers of music follow the requirements outlined by your department).**

   Mansfield University's theme for all teacher education programs—Teacher as Reflective Decision Maker—is discussed in chapters 1 and 5. The Reflective Exercises in Part II of the Student Teacher Evaluation Report (see Appendix A), provide you with the opportunity to demonstrate your capacity for professional growth through reflection. You may ask your university supervisor and cooperating teachers for advice as you complete these exercises, but you are primarily responsible for completing these reflective tasks for your student teaching portfolio.

8. **Additional Tasks Assigned by Departments and/or University Supervisors**

   Your department or supervisor may have other requirements in addition to the ones listed here for all student teachers.

■ *Student Teaching Notebook*

You will find it helpful to organize records of your teaching and reflection activities in a notebook or set of folders. Carefully organized records will help your university supervisor understand and appreciate your accomplishments. University supervisors will describe their preferences for records and establish deadlines for their review.

■ *Recommendations for Your Success*

Acquaint Yourself with Your School and Community

During the first week of student teaching you should attempt to learn as much as possible about the operations of the school and the nature of the surrounding community. Ask for a copy of the weekly schedule and familiarize yourself with it. Learn the building emergency and fire procedures. Visit the school media center and acquaint yourself with its services. Find out where teaching supplies are stored and learn what is available. Try using the building duplicating machine. If you acquaint yourself with these things early in your student teaching semester, you will more likely make full use of these resources. A knowledge of the community will prove valuable in helping you understand your students.

Look for Things You Can Do

Look around for opportunities to become involved. Do not wait for your cooperating teacher to assign each new responsibility. Instead, suggest things that you might be able to do to be of assistance. Early opportunities for involvement may take the form of completing attendance forms, straightening up a classroom library, or volunteering to change a bulletin board.

Seek a Gradual Induction into Teaching

Begin your student teaching experience by spending time observing in the classroom. This is time well spent. By observing, you can begin to get to know the students, learn the classroom routine, and become familiar with the cooperating teacher's expectations for the students. Ask your cooperating teacher questions and let him or her know how you feel about assuming more responsibilities. If it is practical within the classroom, a good way to get started in actual teaching is with one group or section in a subject area that you consider to be an area of strength. Early successes are important and come more readily when they are carefully structured and planned.

Establish a Regular Time to Meet with Your Cooperating Teacher

Your cooperating teacher will be the single most important person to you in the student teaching experience. Necessarily, your cooperating teacher will guide your day-to-day activities and provide you with advice and critical responses to your teaching. It is extremely important to establish a good working relationship with your cooperating teacher. Such a relationship begins with regular dialogue. Because habits are established early, you should attempt to set up a regular time when the two of you can meet to discuss your performance. Ask your cooperating teacher for the time during the school day that would be best for meetings of this nature.

Maintain a Positive Relationship with Your Cooperating Teacher

The first key to a positive relationship is to try to achieve consistency with your cooperating teacher in matters of classroom policy and discipline. It is important for the students to view you as a "co-teacher" and a cooperating teacher will be grateful for your support. Another key to a positive relationship is loyalty to your cooperating teacher. Although you will not always agree with one another, it is good advice to save your disagreements for only those things which you consider to be crucial. Remember, you are not there to change your cooperating teacher! You are a guest in the school system to which you are assigned.

Be Receptive to Criticism

Criticism is difficult for all concerned. It is difficult for the cooperating teacher or university supervisor to give, and it is difficult for the student teacher to receive; but without constructive criticism, there is little growth. It is the mature individual who both seeks and accepts criticism to continue his or her development as a teacher.

Accept Professional Responsibilities

You have a responsibility to be well groomed and appropriately dressed. While these are both areas that may be open to individual interpretation and taste, perhaps the best advice is, "If in doubt, don't. In deciding how you should dress, you should begin by dressing as formally as possible during the first few days of school. If more informal clothes are worn by the faculty of your particular building, you might begin to dress more informally after you have made a good first impression. However, it is one of the ironies of student teaching that, at times, teachers expect different behavior from a student teacher than they do from themselves.

Always make sure that your cooperating teacher and university supervisor are notified of an intended absence or of an inability to meet any school appointment. You are responsible for receiving advance permission from your university supervisor to miss any school obligations because of campus commitments. It is also your responsibility to inform your cooperating teacher and, where applicable, the school office.

Allow Your Cooperating Teacher and University Supervisor to Serve as a Buffer

Although you will undoubtedly do a great deal of teaching in the classroom, remember that you have been placed in the classroom as a guest of the school system. The ultimate responsibility for the students in that classroom rests with the cooperating teacher and the school administration. If you should find yourself in a budding dispute with a parent or an administrator, let your cooperating teacher intercede and notify your university supervisor immediately. They may choose to involve you directly in resolving the matter, but often these people may, more appropriately, intervene on your behalf.

Respect Local Community Standards

A student teacher's professional responsibilities do not end when you leave school property. Student teaching has been likened to a "fishbowl" experience. It may be an uncomfortable feeling, but parents and teachers will be watching your behavior away from school to judge whether they believe that you will be a positive influence on their children. It is up to you to take this reality and respond to it in a positive fashion.

Become Involved in the Total School

Student teaching is a trial run, of sorts, for having a classroom of your own. You should take advantage of the opportunities that student teaching affords to learn as much as possible about the totality of the teacher's responsibilities. Volunteer to attend PTA meetings and to sit in on parent conferences. Participate in faculty and team meetings. Take part in extracurricular activities. This is not only good experience, but it is an excellent way to give back to the school some measure of what they are giving to you. The habits established as a student teacher will prepare you for the realities of the teaching profession.

Avoid Gossip and Backbiting

Schools are small communities of their own with their own measure of gossip, jealousy and rumor. As a student teacher, you would do well to scrupulously avoid becoming involved in such counter-productive activities. Like many other small communities, it is sometimes amazing how quickly an unkind word gets back to the individual involved. The admonition to avoid gossip extends beyond the school building. As a professional, you will bear a responsibility to refrain from criticizing school personnel with others outside of the school situation. Your success as a student teacher will depend on the good graces of the faculty of the building in which you teach.

Gain the Respect of Your Students

One of the prerequisites to student teaching success will be your ability to maintain a classroom in which learning can take place. It is important to become aware of your cooperating teacher's policies in regard to classroom management and discipline and to strive to be consistent with those guidelines. Expect to be tested. As they are apt to do with their parents, students will sometimes attempt to ask the student teacher for permission to do something that the cooperating teacher has already denied. Remember that while you may wish to appear friendly and responsible to your students, teaching is not a popularity contest. There will be times when you will have to take strict measures with your students. Ironically, most students will welcome your firmness with them. Students appreciate most the teacher in whom they find qualities to be admired and respected. You will save yourself a great deal of difficulty if you establish yourself early as a"co-teacher" to be respected in like manner to your co-operating teacher. A piece of excellent advice in this regard is to begin your student teaching experience being more firm than you really wish to be with your students. Once you have gained their respect, you can gradually assume a more relaxed attitude with the class. This is a much easier course to take than the opposite - beginning at a level that feels personally comfortable and then finding that you have to tighten your classroom control. Additional suggestions are contained in Chapter 9. You should also make use of information obtained from your cooperating teacher and university supervisor concerning classroom management.

■ *Common Pitfalls*

Each student teacher and student teaching situation is unique, but over the years the following pitfalls of student teaching have emerged: 1) Inadequate planning; 2) weak classroom management; 3) lack of humility; and 4) poor initiative. With your awareness of these potential pitfalls, it is anticipated that you can avoid them.

Inadequate Planning

Good lesson planning is the cornerstone of effective teaching. Careful planning is especially important for the student teacher who lacks years of classroom experience. It is important for you to prepare for your daily teaching by acquiring a solid knowledge of the subject matter that you will teach. Also, make sure to give careful consideration as to how best to deliver that information to your students. Good planning can also enable you to anticipate problem areas within a lesson (such as times in a lesson when student behaviors must be carefully monitored) and to head off difficulties before they occur.

Your responsibility in planning must also extend beyond your individual lessons. It will be important for you to have constantly in mind your long term goals and to focus each lesson on achieving your instructional objectives. This is one of the more difficult competencies for a student teacher to master; however, if you are to be successful in planning for your students' growth, you will have to learn to take the long view toward lesson planning.

Weak classroom management

You have undoubtedly heard stories of student teachers who have failed in student teaching because they were unable to gain control of the classroom. More often than not, these student teachers tried to be buddies or equals with their students and the students took advantage of them. Teaching requires you to assume a leadership role in your classroom.

You should also remember that classroom management involves far more than discipline. Management means that, to the degree possible, you have structured the learning environment in such a way that each of your students is challenged and constructively employed. This is one of the most difficult aspects of teaching!

Lack of Humility

Nothing can more quickly alienate a cooperating teacher than the perception that a student teacher is "cocky". You should enter student teaching eager to try out the current ideas that you have gained from your university courses and yet recognize that you have much to learn about being a teacher. If approached with the proper attitude, student teaching can provide an excellent opportunity for your cooperating teacher and you to enter into a mutually beneficial exchange of teaching ideas. You should present yourself as someone who has a deep professional interest in growing as a teacher. Besides the help and advice that you can gain in your classroom, you can learn a great deal through attendance at professional meetings and through the reading of literature in your area of specialization and that of the teaching profession in general.

Poor Initiative

Being a successful teacher requires a high degree of personal commitment and student teaching is one of the first chances that you will have to prove to yourself and to others that you possess the level of commitment necessary to make a significant contribution. Look for opportunities to volunteer to help a slower student, to do that extra bulletin board or to help with a student car wash. Your commitment to doing the best possible work will extend beyond the end of the school day. You should expect to invest many hours of outside preparation into each day at school. Your success will depend upon your own interest and your own effort. Student teaching is your chance to shine!

Professional Ethics

Perhaps one of the most far reaching yet least discussed and understood aspects of public school teaching in Pennsylvania is the matter of professional ethics and the standards of professional conduct which apply to teachers. These procedures and guidelines exist on at least three arenas in the daily lives of teachers. The three arenas include:

1. The daily behavior in the performance of professional duties by an individual.
2. The daily behavior in the performance of professional duties between professional colleagues.
3. The daily behavior in the performance of professional duties as required by the roles, regulations, and laws of the Commonwealth of Pennsylvania and its political subdivisions.

All of these arenas are intricately interrelated. The complete and faithful execution of a professional employee's duty includes consistent functioning successfully on all three arenas.

Unlike a superintendent of schools, a classroom teacher takes no "oath of office" and is, therefore, not officially commissioned to execute the duty of office "with fidelity." When teachers step into classrooms, they, when properly prepared, are assumed to be ready to act "ethically." They are highly skilled, highly trained and motivated people who have completed a rigorous course of study, passed many tests of their intellectual ability, and have been screened by the state for a background of any criminal activity, and closely scrutinized by their employer in an interviewing process. None of this, however, can guarantee an individual who will perform "ethically." Ethics, in its truest sense, is a self-imposed, moral philosophy as much as it is an externally imposed set of rules, regulations and laws. The success or failure of an ethical individual is measured against the standards of behavior in the school itself, the community where the school is located, and the society as a whole.

Within the professional and education community, ethical behavior displays itself in how we react to and work with others. In Pennsylvania, when a teacher finds employment, the opportunity to join a professional association or teachers union presents itself. There are two large teacher organizations that represent teacher interests in Pennsylvania , but the larger organization, the Pennsylvania State Education Association (PSEA) is the only organization that has a formally adopted, self-imposed code of Ethics/Bill of rights which is self-enforced within its professional membership. PSEA is an affiliate of the National Education Association (NEA,) which also has a Code of Ethics of the

Education Profession, much like the PSEA, and is also self-imposed and self-enforced within its profession membership. In this context, it is the teaching profession's commitment to itself and each other through state-wide and national organizations, that provides the moral incentive for individuals to act or perform "ethically." In this instance, individuals are looking at themselves and their colleagues, within the confines of a voluntary professional organization and outside the realm of the employer or the state. In PSEA this function of ethics enforcement is handled by the Professional Rights and Responsibilities Commission, in NEA, this function of ethics enforcement is handled by the Review Board.

In the third arena, it is important to remember that the employing school district is a political subdivision or extension of the Commonwealth of Pennsylvania. In many matters of "unethical" behavior the employer and the state act as one, just as the local police force and the state act as one in the enforcement of criminal behavior. To this extent, the individual is motivated to perform duties "ethically" by virtue of externally imposed rules, regulations and laws. At this level, teachers encounter employer-enforced work rules and state enforced mandates and laws governing educational activities. It is at this level that the Professional Standards and Practices Commission (PSPC) functions to ensure and enforce "ethical" behavior among public school professional employees. The mission of the PSPC and the provisions of its laws provide a clear indication of this intent, including expected conduct and practices. PSPC regulations apply to all professional educators, not just teachers. (Source: Making the Transition, PAC-TE/PSEA,1995).

Code of Ethics for Student Teachers

Preamble:

The assumption that student teachers desire to do the right thing in their student teaching relationships; that student teaching is a privilege which should be denied to those who do not adhere to a high ethical standard; and that a statement of code of ethics will help those whose judgments might be faulty has resulted in the following proposed code of ethics:

1. Schools are an agent of society for promoting the welfare of children and youth. I shall, therefore, never divulge in- formation about children except in those professional relationships designed for the welfare of children and I shall act only after having received the approval of my cooperating teacher.

2. Since I am directly responsible to the cooperating teacher, I shall discuss with him or her any problem before presenting it to another.

3. I shall be loyal to the school in which I am privileged to do my student teaching, reserving criticism until I am fully aware of all factors. I shall present my ideas and questions only to those responsible for the school.

4. My loyalty to the school shall continue after my student teaching is completed.

5. Since I am jointly responsible with the cooperating teacher and the school for what happens to the children during my student teaching assignment, I shall exert myself to the fullest to do a good job.

6. I shall receive criticism and suggestions in a professional manner, making every effort to profit thereby.

7. I shall abide by the rules and regulations governing the faculty and the staff during my assignment in a school.

8. I shall be friendly and sympathetic with the children, but I shall avoid all forms of familiarity. I shall in no way "curry favor" with the children or interfere between teacher and pupils.

9. I shall go the extra mile to make myself a useful, contributing member of the school staff.

10. I shall discharge to the fullest every responsibility which I accept and shall honestly evaluate the effectiveness of my performance.

11. I shall strive for a fuller mastery of subject matter, a clearer concept of successful teaching and a keener understanding of children.

12. I enter the teaching profession with a determination to continue to grow and to make it a finer profession because of my part in it. Only those who love children and enjoy teaching can hope to become real teachers.

13. I will inform myself about the correct professional and ethical procedures to follow in securing a position or in changing from one position to another. I shall adhere to these procedures. I shall regard any contract signed as binding until it is dissolved by mutual consent of my employer and myself. (Source: College of Education, University of Kentucky)

CHAPTER 7: COOPERATING TEACHERS' ROLES AND RESPONSIBILITIES

■ *Key Role of Cooperating Teachers*

In their university courses students study theories of learning and develop their professional skills; however, their education would be incomplete if those theories and skills could not be applied to a real life, practical experience. Student teaching can be thought of as a laboratory experiment in teaching. Perhaps the most influential person in the success of this experiment is the cooperating teacher.

The cooperating teacher is a master teacher who, selected by Mansfield University upon the recommendation of the school principal, works in partnership with the University in launching persons into the profession of teaching. A part of the satisfaction of being a cooperating teacher comes from this opportunity to contribute to the future of teaching in a direct and positive way. Many teachers believe that having a student teacher is a mutually rewarding experience.The fresh insight provided by a beginner can provide a renewal for the veteran teacher. Many student teachers keep in contact with their cooperating teacher for years, feeling a debt of gratitude for his/her guidance during student teaching. Mansfield University appreciates the opportunities provided for its student teachers by the public schools and cooperating teachers. The University looks forward to long and enriching relationships.

> **"The key is, was, and always will be the cooperating teacher. Cooperating teachers are the most important people in student teachers' professional lives. They determine the attitudes student teachers carry into retirement" (Anderson, Major, & Mitchell, 1992, p. 107).**

■ *Criteria for Becoming a Cooperating Teacher*

1. A minimum of a Baccalaureate Degree
2. A minimum of three years of teaching experience
3. Nomination by a school administrator.
4. A minimum of one year in present school district teaching the subject(s) in which the student teacher will be placed.
5. Agreement of the cooperating teacher.

■ *Responsibilities of the Cooperating Teacher*

1. **Before the student teacher arrives the cooperating teacher should:**
   a. Prepare the pupils for the arrival of a student teacher.
   b. Learn about the background of the student teacher.
   c. Study this Mansfield University Student Teacher Manual.
   d. Consult with a colleague who has worked successfully with student teachers, especially if this is your first student teacher.
   e. Obtain materials to help with orienting the student teacher (i.e., school handbook for teachers, discipline policy, school schedule).
   f. Make arrangements for a desk or work area for the student teacher.
   g. Collect copies of textbooks and curriculum guides for the student teacher.
   h. Plan a tentative sequence of experiences for the student teacher after studying the student teacher requirements in Chapter 6 and the appropriate Student Teacher Evaluation Report in Appendix A.
   i. Make contact with the student teacher before the first day of student teaching to welcome him or her to your classroom.

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2. **After the student teacher arrives, the cooperating teacher should:**
   a. Welcome the student teacher in a warm, accepting way and help him or her to feel like a teacher.
   b. Introduce the student teacher to the children as a co-teacher.
   c. Introduce the student teacher to school personnel.
   d. Tour the building with the student teacher pointing out route for fire drills, faculty room, library, etc.
   e. Orient the student teacher immediately to emergency procedures, critical school policies and procedures, and resources such as faculty handbook and student handbook or discipline code.
   f. Establish a pattern of open communication from the beginning; set a time to talk each day, plus a time for a "sit-down" formal conference each week.
   g. Help the student teacher learn students' names.
   h. Let the student teacher examine course guides and textbooks to understand the sequence of lessons.
   i. Reach an agreement on the initial responsibilities and authority of the student teacher.
   j. Plan for the student teacher's gradual assumption of teaching responsibility.
   k. Familiarize the student teacher with your discipline policies and discuss how you might handle certain situations.
   l. Acquaint the student teacher with available instructional materials.
   m. Orient the student teacher to the community.
   n. Assist the student teacher in acquiring necessary background information on pupils.
   o. Encourage the student teacher to set goals for his or her student teaching.

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3. **During the student teaching experience the cooperating teacher should:**
    a. Assist the student teacher in realistic planning.
    b. Help the student teacher to develop traits that will promote success in teaching.
    c. Encourage the development of good classroom management and control.
    d. Promote self-evaluation of lessons by the student teacher.
    e. Examine plans far enough in advance to permit changes when necessary; two days in advance is recommended.
    f. Observe the student teacher in the classroom; discuss the observation with the student teacher.
    g. Hold frequent conferences.
    h. Evaluate teaching skill and growth; provide opportunities for improvement.
    i. Encourage a professional attitude toward teaching; set a good example; discuss your feelings for the profession.
    j. Point out appropriate professional literature.
    k. Discuss ways you have solved problems.
    l. Give the student teacher an opportunity to serve on committees and participate in school affairs.
    m. Help the student teacher develop a perception of his/her own strengths and weaknesses.
    n. Work with the university supervisor in providing meaningful supervision, both praise and suggestions.
    o. Aid the student in reflecting about his or her teaching.

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4. **At the end of student teaching the cooperating teacher should:**
    a. Work with the student teacher and the university supervisor in determining if the student is competent to "begin" teaching
    b. Aid the student in reflecting on his or her student teaching semester and to set professional goals.
    c. Share your ideas for improving Manfield's student teaching program.
    d. Write a recommendation for the student teacher's placement file, if one is requested.

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CHAPTER 8: UNIVERSITY SUPERVISORS' ROLES AND RESPONSIBILITIES

■ *Liaison Role of University Supervisors*

University supervisors are liaisons between Mansfield University and the public schools and between the student teacher and cooperating teacher. Their primary function is assisting student teachers in the transition from student to teacher. The role of university supervisors as instructors of individuals rather than groups is unique in teacher education. In some cases their instruction is as simple as the presentation of some alternative teaching strategies or a reminder of ideas from university courses. However, many times it is more complex; using the clinical supervision process, supervisors help student teachers with planning instruction, observe their teaching, and then guide them in analyzing their teaching and student outcomes.

University supervisors also act as facilitators of the total student teaching experience. Student teachers and cooperating teachers want and need support from the University. University supervisors' role as liaisons between the University and the public school is an important one.

■ *Responsibilities of University Supervisors*

A university supervisor should:

1. Assist in the assignment of student teachers and in the coordination of all phases of the student teaching experience.
2. Develop and maintain a working relationship between cooperating teachers, administrators, and student teachers.
3. Provide specific guidance to each student teacher by:
    a. Observing activities in the classroom and school.
    b. Conferencing individually with the student teacher and cooperating teacher.
    c. Conducting group conferences, as needed, with the student teacher, cooperating teacher, and/or other school personnel.

4. Assist cooperating teachers in planning meaningful and worthwhile experiences for each student teacher by:
    a. Explaining the structure and purpose of the Mansfield University student teaching program.
    b. Providing specialized help, upon request, to assist with any of the activities in which the student teacher is participating.
    c. Identifying possible alternatives for encountered problems.
5. Inform the Director of Teacher Education and Field Experiences of each student teacher's progress.
6. Determine the final evaluation of each student teacher and submit the results to the Director of Teacher Education and Field Experiences.
7. Write professional recommendations for student teachers, at their request, for their Placement Office file of credentials.
8. Assist the Director of Teacher Education and Field Experiences and other university supervisors in the study and the improvement of the student teaching program.
9. Work with the Director of Teacher Education and Field Experiences to identify new teaching centers and cooperating teachers and to evaluate existing centers and cooperating teachers.

CHAPTER 9: STUDENT TEACHING RESOURCES

■ *Orientation of Student Teachers*

The Need for Orientation

A carefully planned orientation can ease the student teacher's transition from student to teacher. The purpose of an orientation is to make the student teacher comfortable in his or her student teaching situation and to hopefully minimize initial insecurities. Responsibility for an effective orientation is shared by student teacher, cooperating teacher, school administrator, building staff, and university supervisor.

What the Student Teacher Can Do

1. On the first visit to the school, report to the principal's office and introduce yourself. Do this also on the first day of your student teaching semester. Have proof of a negative tine test available to present and your current address.
2. Show that you recognize the cooperating teacher as an advisor and guide, and do everything possible to develop a cordial, friendly relationship.
3. Offer to assist in the performance of routine duties in the school.
4. Endeavor to develop friendly relationships with pupils, but avoid familiarity.
5. Become acquainted with the courses of study and curriculum materials. Show concern for their use and care.
6. Adapt the materials compiled from methods courses.

What the Cooperating Teacher Can Do

1. Become acquainted with the student teacher's background, qualifications, and capabilities.
2. Have a desk and supplies ready for the student teacher on the day of arrival.
3. Prepare pupils for their work with the student teacher by outlining the purposes and the role of the student teacher in your room.
4. Tell the faculty something about the student teacher's background and interests and ask their cooperation in making the student teacher feel welcome.
5. Have copies of textbooks available for student teacher' use on the first day.
6. Show the student teacher around the building; introduce the student teacher to as many staff members as possible during the first few days.
7. Give an overview of your classroom program during the first week.
8. Make available for the student teacher's use any curriculum materials and professional books you have in your personal library.

9. Plan to have the student teacher move into teaching a step at a time; assure the student teacher that this is your plan to make entry into the teaching profession hazard-free as possible.
10. Plan to eat lunch and have coffee breaks with the student teacher during the first few days. This can serve as an opportunity for you to help the student teacher feel comfortable.

What the School Administrator Can Do

1. Discuss the arrival of the student teacher with the cooperating teacher.
2. Meet the student teacher on the first day; acquaint the student teacher with the office staff.
3. Introduce the student teacher to the cooperating teacher.
4. Have an informal discussion with the student teacher on the first day.
5. Take the student teacher on a tour of the building and discuss general policies en route.
6. Plan with the student teacher to get together at the end of the first week to talk about things in general.
7. Give the student teacher a copy of the school handbook or other school literature that might be helpful.
8. Invite the student teacher to appropriate professional and school activities.
9. Provide a place for the student teacher to receive mail.

What the Staff Can Do

1. Watch for opportunities to introduce the student teacher to the other staff members.
2. Invite the student teacher to attend activities that might be helpful.
3. Offer to share teaching materials, ideas, and equipment.
4. Help the student whenever possible and, when the student teacher asks for help you may not be able to give, direct the student teacher to other staff members that may be able to give the appropriate help.
5. Have lunch or spend a coffee break with the student teacher when possible.
6. Invite the student teacher to observe special instructional programs.

What the University Supervisor Can Do

1. Serve as a liaison between the school and the University.
2. Provide help to cooperating teachers.
3. Confer with the cooperating teacher before having a conference with the student.
4. Maintain periodic supervisory conferences with student teachers.
5. Observe student teachers, provide help, and make a fair and objective evaluation of the student teacher's progress.

■ *Observations of Teachers*

The Need for Observations

Success as a student teacher will be helped immeasurably by observation of the teaching learning situations in which the cooperating teacher and other teachers are involved. To become proficient in teaching, an awareness of what constitutes excellent teaching must be developed. Observing theory put into practice should help build an understanding of classroom techniques and procedures. This should be of great value in forming a workable philosophy of education.

The first days in the classroom should serve as an observation period. Usually the cooperating teacher asks that the classroom be studied and the methods in use be observed before any teaching responsibilities are assigned. This time, wisely used, is valuable.

Guide for Observers

In order to gain the most from observations, the following guide suggests ways of setting up an outline for studying the action in the classroom:

1. Study the students
    - A. Make a seating chart
        1. Learn the names as soon as possible
        2. Practice using the names as much as possible
    - B. Study the permanent records if they are available to you
        1. Note each student's achievement and abilities
        2. Determine some of the individual's social, physical, and intellectual needs
    - C. Be aware of individual differences
        1. Study varied cultural differences
        2. Study exceptional students
        3. Look for the variety of abilities within the room
        4. Examine any information concerning the family and home life of the children
        5. Avoid premature generalizations about students. Keep any conclusions tentative since you have only a part of the information needed

II. Study the physical and aesthetic environment
  A. Notice the enhancement of the room's appearance by bulletin boards, pictures, lighting, and functional seating arrangements
  B. Check the procedures used by the teacher and the students for the cleanliness and arrangement of the room
  C. Notice how the responsibilities for the aesthetic qualities of the room are assumed by the teacher, by the students, or through the cooperative endeavor of both

III. Study the routine organization for the school day
  A. Copy the daily class schedule. Note how the teacher varies the scheduling during the day
  B. Watch how the scheduled time is utilized efficiently by the building of good class routines
    1. How do students enter and leave the room
    2. How are students dismissed during the hour for special needs
    3. How are materials passed and collected
  C. Observe how the rules on routine are established
    1. Which are determined by school policy
    2. Which routines are established through cooperative planning

IV. Study the control of the classroom
  A. Observe the standards that the students and the teacher have set up for classroom behavior
    1. Is mutual self-confidence evidenced by freedom from tension
    2. Does cooperation result in the free flow and exchange of ideas
    3. Do students take pride in the actions of the class
    4. What control techniques does the teacher use
  B. Be aware of any special characteristics of the teacher that foster control.
    1. Does the teacher exhibit fairness, courtesy, self-assurance
    2. Does the teacher show a sense of humor

V. Examine the available instructional resources
  A. What are the basic texts used
  B. What supplementary materials and equipment are available
  C. How are the materials utilized for effectiveness

VI. Study the teacher's procedures
  A. Determine the purpose of the lesson
    1. What are the main goals
    2. How does the lesson support these goals
  B. Observe the materials used
    1. What textbooks form the basis of the lesson
    2. Are duplicated materials available
    3. What audiovisual materials, charts, maps, graphs, or pictures implement the lesson
    4. How do materials and experiences set the stage for more effective learning from the standpoint of:
      a. Needs and interests of students
      b. Relationship of content to previous learning
      c. Relationship content to future learning
      d. Validity of the materials
  C. Analyze teacher use of strategies
    1. How is interest obtained
    2. How is interest maintained
    3. Is critical thinking stimulated
  D. Observe student deployment.
    1. Are effective discussions held
    2. What student reports are assigned
    3. Is there motivated practice
    4. Are there creative activities
  E. Evaluate the outcomes of the lesson
    1. Do students, in proportion to their ability and needs, acquire some realization of the purposes and aims in knowledge, understanding, habits, and skills
    2. Do students reflect the lesson in their attitudes and appreciations
  F. Consider what was learned from the observation
    1. What teaching technique was observed
    2. What was learned about the use of multi-media materials
    3. What discipline and management techniques were observed

Careful observation of the action in the classroom, prior to the assumption of responsibility for the teaching of the class, can be of great value to the student teacher.

A Suggested Observation Schedule

Observation, to be completely helpful to the student teacher must go beyond the assigned classroom. The total school situation should be studied to obtain an idea of the school program. Because this is basic to the formation of a philosophy of teaching, it is recommended that student teachers plan, with their cooperating teacher, for an observation schedule that will enable them to observe as much as is possible. Regardless of the field of specialization, observations should be made in the elementary school, the secondary school and other subject matter areas. Observation and participation in workshops, in-service days, open house programs, extra-curricular activities, personal conferences with school administrators and parents are encouraged.

It is suggested that the student teacher keep a record of various observations and participation in related school activities—assemblies, clubs, parent-teacher conferences, faculty meetings, school social activities, and school programs.

CLASSROOM OBSERVATION FORM

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DEFINITIONS: 1. Descriptions: What you see and hear. 2. Interpretations: What you think it means. 3. Reactions: How it makes you feel. 4. Reflections: Your summary. Try to connect what you saw with what you know from theory and practice.	Your name ____________________ Date ____________ Setting (school, teacher, class, grade, etc.):
Descriptions	**Interpretations/ Reactions**

Adapted from Feeney S., Christensen D., & Moravcik, E. (1991). Who am I in the lives of children: An introduction to teaching young children. New York: Macmillan.

■ *Classroom Management and Discipline*

Introduction

by Dr. Janet Fuller

One of the most critical responsibilities of today's classroom teacher is creating an appropriate learning environment for students. Classroom management is extremely important because discipline problems present a continual threat to the establishment of a positive learning environment. Several approaches to classroom management exist which provide teachers with a "course of action" to help ensure that a proper classroom learning environment is maintained. Each of these approaches is based on a variety of beliefs and expectation for proper conduct in the school setting.

Since there is no single universally accepted theory of discipline, individual teachers must determine which particular approach most clearly reflects their own personal philosophy and values. In order to make this decision, teachers need to examine the various assumptions, principles, and practices which comprise each discipline theory. The following list is a sampling of discipline models that exist and the basic assumptions upon which each is based:

1. Assertive Discipline. The teacher exercises rigid control over students to the point where students think positively of their teachers when they punish misbehaving students.

2. Reality Therapy / Control Theory. The assumption that children want to control the various situations in which they find themselves to be free from the control of others.

3. Transactional Analysis. The influence of the teacher is more positive when control by the teacher is absent.

4. The Jones Model. This model relies on nonverbal techniques to control children's behavior to the degree which their imposing physical presence is used to force children to behave.

5. The Kounin Model. Teachers are able to control students by being aware of everything taking place in the classroom and reacting to it according to its relative seriousness.

6. Logical Consequences Approach. Teachers provide a democratic environment in the classroom in which the consequences for misbehavior are spelled out in advance in consultation with students.

Continued

7. Behavior Management Techniques. Teachers provide desirable reinforces so students will not only reach a higher level of academic achievement but will also have a higher regard for the classroom.

8. The Eclectic Approach. Component of various discipline theories and models are synthesized and adapted according to individual philosophy and values.

Successful teachers must not only maintain good discipline but also apply appropriate classroom management techniques. Effective classroom management can certainly help prevent discipline problems from occurring. Some important points to consider when selecting an appropriate management model are:

1. Get acquainted with students
2. Establish rules
3. Establish routines
4. Make clear assignments
5. Organize materials
6. Pace lessons appropriately
7. Stimulate students' interests
8. Guide students' learning
9. Minimize disruptions
10. Manage the physical environment
11. Create a positive classroom environment
12. Demonstrate fair and consistent practices

Charles, C.M. (1989). Building classroom discipline. New York: Longmann. (A good reference for developing your discipline philosophy)

Levin, J., & Nolan, J. F. (1991). Principles of classroom management: A hierarchical approach. Englewood Cliffs, NY: Prentice Hall. (Describes an eclectic approach)

Coping with Behavior Disorders in the Classroom

by Dr. Thomas Stich

1. Keep in mind that linking behavior to consequences teaches students to take responsibility for their actions.
2. Establish schoolwide classroom rules and consequences for disregarding them. Post them in a prominent location. Review them on the first day of school. Send a copy of rules to parents.
3. Develop a step process (a hierarchy of consequences) to be followed as misbehavior escalates. Stick to it. Repeat steps as often as necessary to emphasize that adherence to rules will be reinforced.

4. Make it clear that it is their choice to disregard rules and receive aversive consequences.
5. Always maintain students' respect. Require them to address you properly. Do not allow "smart aleck" remarks.
6. Let students know when you are pleased with their actions. Even a smile or nod is important. Always try to "catch them being good."
7. Ignore minor disruptive behavior to focus on the most serious problems.
8. When misbehavior occurs, look them in the eye, move closer, give a signal (e.g., place finger on lips to stop talking), and ask them to state rule that has been broken. Point to that rule on the list if necessary.
9. Be clear about what you expect. Say, "I want you to sit in your chair and look at me when I'm giving the class instruction," rather than "pay attention."
10. Be equally specific when you praise. Say, "I like the way you put up your hand to answer the question," rather than "good job."
11. Take time to listen to students concerns. Let them know that you think they are worthwhile. Students behave best for teachers who show personal interest in them.
12. Avoid power struggles. Be calm and businesslike. Enforce rules personally, fairly, and consistently in a "matter of fact" manner.
13. Do not embarrass students by discussing their problems in front of others.
14. Do not forget your sense of humor. A light touch goes a long way toward reducing tension.

Verbal Calming Techniques (It is important to know personality of student.)

1. Ventilation: Letting person express him/herself (e.g., yelling)
2. Distraction: Used to break a child's thought pattern
3. Redirect: Refocus away from the conflict
4. Reassurance: Letting the child know that s/he can solve own problem
5. Understanding: Specify feeling observed, (e.g., "I can see that you are angry.")
6. Modeling: Demonstrate the appropriate behavior
7. One-to-one: Spend time with the child
8. Natural consequences: Remind student of consequences of behavior
9. Humor: Use it with caution.

Don'ts

1. Don't plant suggestions for misbehavior (e.g., "You have been good today; you haven't hit anyone.")
2. Don't threaten consequences on which you can't follow.
3. Don't put commands in the form of questions.
4. Don't have two people giving commands.
5. Don't place student, once calm, back into a tense situation (e.g., "Joey, go and apologize to her for what you did to her.")
6. Don't rehash a situation with another person in front of the child in conflict.

Rate Your Classroom Management

(Source: Pennsylvania School Journal, May, 1979)

There are certain things every teacher can and should do to cut down on discipline problems. Questions answered negatively could be the cause of discipline problems in your classroom.

1. Do you leave your personal problems at home?
2. Are you in reasonably good physical health?
3. Are you in reasonably good emotional health?
4. Do you easily lose your cool?
5. Do you need to feel in control at all times?
6. Does talking, noise or movement of students bother you?
7. Are you happy?
8. Are you a flexible person?
9. Do you like children?
10. Are you a disciplined person?
11. Are you neat and clean to look at?
12. Do you overdress or underdress to convey authority to be one of the kids?
13. How do you use your name - Ms. Smith or "just call me Joan"?
14. Are you self conscious about your age?
15. Does race affect your discipline; are your reactions different to members of another race?
16. Are you self-conscious about your size?
17. Do you use your voice, walk and posture to convey self-confidence?

Rules for Rules

1. Do you have written class rules?
2. Do you have as few rules as possible (approximately five to seven)?
3. Are the class rules reasonable, definable and enforceable?
4. Do you have predetermined and agreed upon consequences when rules are broken?
5. Are the rules posted in front of the room?
6. Do your students understand the rules?
7. Do you review the rules at the start of each class period?
8. Do you praise students for following the rules?
9. Are you consistent in applying the rules?
10. Are your class rules consistent with school rules?

The Total Environment

1. Is the room temperature comfortable?
2. Is the room pleasing to the eye or is it a mess?
3. Are the desks and chairs arranged so that everyone can feel a part of the action?
4. Are your lessons planned and organized before you come to class?
5. Are your lessons appropriate to your students' needs?
6. Are all instructional materials ready when class begins?
7. Is your method of instruction interesting or boring to the students?
8. Are the students able to move and talk while learning?
9. Are your directions clear?
10. Do you move around the room or just sit behind your desk?

How Good a Motivator Are You? (Source: KAPPAN, September, 1985).

Check your motivational practices by rating yourself on the questions below. Add your totals in each column. Score yourself as follows: 90-100, excellent; 80-90, good; 70-80, fair, below 70, poor.

Usually (4 points) Sometimes (2 points)) Never (0 points)

__1. I believe my students are competent and trustworthy.
__2. I avoid labelling students.
__3. I avoid sarcasm, put-downs, and ridicule of students.
__4. I send explicit invitations to succeed.
__5. I listen to what my students really say.
__6. I let students know they are missed.
__7. I make good use of student experts in the class.
__8. I use heterogeneous groups to build interdependence.
__9. I teach leadership and communication skills.
__10. I avoid overemphasis on competition, rewards and winning.
__11. I help groups evaluate their effectiveness in group process.
__12. I give equal time, attention and support to low ability students.
__13. I communicate high expectations to my students.
__14. I focus on success rather than past failures.
__15. I look for what is positive in student work and behavior.
__16. I set and communicate clear goals for instruction.
__17. I use well-designed, thought-provoking questions to stimulate readiness.
__18. I use objects as "focusing events" to stimulate interest.
__19. I use brainstorming to stimulate interest before beginning a lesson.
__20. I use set induction activities that connect a present experience to a lesson concept.
__21. I ask low-risk, open-ended questions.
__22. I wait three to five seconds after asking a divergent question.
__23. I suspend judgment and redirect a question to get multiple responses.
__24. I paraphrase and clarify responses instead of judging and praising.
__25. I personalize learning.

Corporal Punishment

Corporal punishment is not a matter for a teacher to be the judge, jury, and punishing officers. In cases where the school district policy allows corporal punishment to be administered, the classroom teacher involved in the case is usually not directly involved. In all cases, there needs to be a "due process" procedure followed involving at least the teacher's supervisor or building principal.

Teachers should never administer a corporal punishment to stop a classroom incident unless the teacher's life or health is threatened. Teachers who, for example, strike an insubordinate student are likely to be charged in civil court with simple assault and by the Pennsylvania Department of Education with cruelty (under a Pennsylvania Professional Standards and Practices Commission Code of Conduct violation). If a charge of cruelty is upheld before the Commission, certificate discipline could range anywhere from a reprimand through and including removal of the individual's teaching certificate(s), Criminal court penalties would be on top of this professional disciplinary action and the school district would likely dismiss the teacher immediately after the incident. (Making the Transition, PAC-TE/PSEA, 1995)

Mansfield University adheres to the following policy in regard to corporal punishment:

> The University strongly recommends that the student teacher never use corporal punishment. Student teachers will become familiar with the policy and guidelines concerning corporal punishment in the district in which they are student teaching.

■ *Lesson Planning*

The Need for Planning

by Dr. Robert Amchin

In any type of work or activity, there is a need for a certain amount of planning. Teaching is no exception. Lesson plans provide more assurance for achieving a successful learning environment in the classroom.

Experienced teachers and university supervisors agree that planning is essential to a successful student teaching experience at any level. The student teacher, like the cooperating teacher, must plan to be effective in meeting the instructional needs of pupils. The benefits of careful planning help the new teacher in many ways:

1. To gain poise and confidence before the class
2. To achieve greater freedom to work with students' individual needs while teaching.
3. To know the subject matter completely before teaching.
4. To develop lesson logically and comprehensively.
5. To anticipate the classroom's inter-personal environment resulting from the lesson and to maintain classroom control in relation to students' needs and the content of each lesson.

Careful planning can also effect change in students' learning:

1. To arouse interest and supply motivation
2. To maximize intentional change and to minimize accidental change.
3. To feel secure while exploring new material.
4. To aid students' confidence in discovery learning when exploring material.
5. To effect change in critical and creative thinking skills of students.

For the student teacher it is necessary to submit lesson plans well in advance of the teaching time. It has been suggested that plans be submitted two days before the lesson is taught. This gives the cooperating teacher enough time to look the plans over thoughtfully, to make corrections or suggestions, and to discuss them with the student teacher. This makes possible a more successful teaching experiences for the student teacher.

Types of Planning Required

Evidence of planning is a requirement of Mansfield University all student teachers from all departments. This planning should include:

1. Course of Study. A course of study is a long-range plan envisioned for an entire year. Student teachers can gain much by having an outline of the material that was covered the previous year, that which is to be covered during the present year, and that which will follow in the next year.

2. Unit plans. A unit plan is a series of closely related learning activities centered around a particular situation, conceptual focus, or educational outcome. It envisions fully the work to be covered for a segment of the total year's work. The amount of time needed for such planning will depend on the length of time there is to be devoted to the topic.

3. Daily plans. The daily plan, more detailed, yet flexible, develops those parts of the unit plan to be carried out on a given day as well as for other lessons not included in the unit teaching.

Long Range Planning

Although student teachers will be in the school only part of the term, they will need to understand the complete scope and sequence of the year's work. To help them plan lessons wisely, they will need to examine both the state suggested and locally implemented courses of study as well as the teacher's manual.

The University, because it considers this to be vital to effective planning and teaching, asks student teachers to answer the following questions:

1. For what subject is your cooperating teacher responsible?
2. For what grades, or instructional levels, is your cooperating teacher responsible?
3. What curriculum guides are used for each? After examining these, prepare a brief outline of the work to be covered.
4. What other curriculum guides, such as those printed by book companies, research laboratories, or individuals, are available to you for study?

Examination of courses of study should enable the student teacher not only to recognize the general format used, but also to see that long range planning requires careful consideration of:

1. Goals: As a result of having spent a semester or a year on this subject, what information and ideas should students possess, what skills should they have, and what values should they consider?
2. Subject Matter Content: Should the course outline follow a book, or should it be built around multiple texts? Should it center on topics, problems, trends, needs, basic steps, or chronological time?
3. Materials: What basic texts and supplemental resources can be utilized?
4. Methods: What strategies will be employed in accomplishing the year's work?
5. Evaluation: What evaluation procedures will assess achievement and total pupil growth?
6. Multimedia Resources: What resources will the teacher use in the developing of lessons?

Unit Planning

Experience in drawing up unit plans should enable the student teacher to state the objectives of the unit study, outline the content or subject matter, approximate the time to be allocated to portions of the unit, suggest activities that can be used to achieve the objectives, list materials that will be needed, and describe the evaluation devices which will be used with a particular group.

The following is one suggested unit outline (your university supervisor may suggest another one):

1. Title of the unit
    A. Instructional level of the unit
    B. Estimated time to teach the unit
2. Objectives
    A. General Objectives
    B. Specific Objectives
3. Introduction and motivation
4. Concepts to be developed/ Outline of Content
5. Teaching strategies and learning activities
6. Instructional resources and materials
7. Evaluation: Student and Teacher

Daily Planning: A Suggested Lesson Plan Outline

NOTE: Your university supervisor may prefer a different lesson plan outline.

Teacher ____________________ Date ________ Subject/Grade ______________
Title of Unit ______________________ Topic for Today ________________

1. Objectives
2. Materials
3. Introduction/Motivation
4. Body of the Lesson/Procedures
5. Reinforcement/Assignment
6. Evaluation: Student and Teacher
7. Summary Reflections

Some Thoughts to Consider in Preparing and Evaluating Your Lesson Plan

Source: The Bloomsburg University Student Teaching Handbook.

1. Objectives
   a. Are they specific?
   b. Will you have sufficient time to lead to the development of the stated objectives?
   c. Do your objectives actually represent needs and interests of your pupils?
   d. Do these objectives repeat earlier learning experiences?
   e. Will they give children an opportunity to build on past experiences?
   f. Do the objectives reflect the established goals?
2. Materials
   a. Have you prepared all the necessary materials for the lesson?
   b. Have you previewed your materials to be sure they are in satisfactory working order, and will be utilized in the best possible educational way for all concerned?
   c. Are your charts, pictures, etc, large enough for all members of the class to see and hear?
   d. Will you be able to display your materials in such a way that all children will see and hear?
   e. Are your materials, films, filmstrips, etc., pertinent to the objectives of the lesson?

Continued

3. Introduction/Motivation
    a. Is the introduction pertinent—not merely entertaining with no relevance to the lesson?
    b. Does this lesson have inherent interest for the children, thus reducing the need for an extensive initial approach to arouse the children?
    c. Is the motivational activity one which will easily lead to the purposes of the lesson?
    d. Is the motivational device geared to meeting the level, needs and interests of children rather than a mere gimmick?
    e. Have you spent too much time preparing gadgets to motivate the lesson rather than preparing the total lesson?
4. Body of the Lesson/Procedures
    a. Do all the activities involved in the procedures reflect the purposes of the lesson?
    b. Have you arranged your order of activities in the most logical sequence to lead to the realization of the objectives?
    c. Do you provide for efficient and reasonable transition from one aspect of the lesson to another?
    d. Do you include interesting and varied activities?
    e. Does your lesson have provisions for capitalizing upon the interests of the group?
    f. Does your lesson contain any provisions for meeting some of the individual differences with the group?
    g. Will your procedures allow for a certain amount of flexibility? For example, will you be able to utilize the "inspiration of the moment" during a lesson?
5. Reinforcement/Assignment
    a. Is the assignment one that can be accomplished independently or with minimal assistance?
    b. Can it be done in a reasonable length of time?
    c. Does it serve to reinforce the lesson concept and not as busy work?
6. Evaluation
    a. Student Evaluation
        i. How are the students in your class progressing?
        ii. By what techniques will you assess whether or not they are reaching your goals and objectives?
    b. Self-Evaluation
        i. How are you doing as a teacher?
        ii. What techniques worked in this lesson?
        iii. What should you have done differently?

LESSON PLAN

NAME: ______________________________ DATE: __________

TOPICS:

OBJECTIVE(S):

PROCEDURE (continue on back as needed):

TIME	STEPS	MATERIALS

EVALUATION OF STUDENTS

SELF-EVALUATION

REFLECTIONS (AFTER THE LESSON)

COMPARISON OF TWO TYPES OF LESSONS

TEACHER-DIRECTED LESSON

Lecture or Teacher-Lead Discussion

- Teacher Role: "Sage on the Stage"
- Use a teacher-directed lesson when you have lots of information to convey and not much time to teach it.

STUDENT-DIRECTED LESSON

Center Activity or Cooperative Learning

- Teacher Role: "Guide on the Side"
- Use a student-directed lesson whenever you can; students are more involved and motivated.

TEACHER-DIRECTED LESSON PLAN	STUDENT-DIRECTED LESSON PLAN
1. TOPIC	1. TOPIC = SAME
2. BEHAVIORAL OBJECTIVES	2. BEHAVIORAL OBJECTIVES = SAME
3. MATERIALS	3. MATERIALS = SAME
4. PROCEDURE OR STEPS OF LESSON	4. PROCEDURE OR STEPS OF LESSON
• Pretest (optional)	• Same or through observation
• Introduction/Motivation	• Same; may include written directions or materials that attract students' attention
• Presenting new information and guiding students' initial practice	• Open-ended questions to get students started and more specific questions to refocus students who may be missing important points.
• Closure	• Closure = Same
• Post test (optional)	• Post test = Same
5. STUDENT EVALUATION • During the lesson: Ways student will participate? • After the lesson: How will you evaluate students' work?	5. STUDENT EVALUATION = SAME
6. TEACHER SELF EVALUATION • What worked and may be repeated? • How could the lesson be improved or varied?	6. TEACHER SELF EVALUATION = SAME

■ *Teaching Strategies* by Dr. Craig Cleland

Overview

Successful teachers employ a wide variety of effective teaching strategies to match the needs of their students and the subject matter being taught. This section will review the nature, goals, and common features of effective strategies. It will also review several major teaching strategies that may be adapted to many different classroom teaching situations. Teaching tools and resources will be briefly discussed. The section will close with a list of important reference materials.

Nature of Strategies

In any enterprise, a strategy is a plan for successfully getting something done. Teachers must select strategies that effectively promote learning. It can be difficult to select effective strategies because there is such an astonishing variety of teachers, learners, and classroom situations. Teachers vary widely in dispositions, expectations, philosophies, subject matter specialties, and classroom situations. Therefore, strategies that fit one teachers's style and setting may not be entirely right for another teacher. Similarly, learners vary widely in their levels of need and abilities. Differences also exist in schools. An elementary classroom is likely to be different in many regards from a secondary classroom and science teaching may differ in important aspects from English teaching. Teachers, therefore, must be reflective decision-makers who are knowledgeable and skilled in selecting appropriate teaching strategies for their students.

Goals of Strategies

What are the goals of strategies? Simply stated, a strategy is judged to be effective if it promotes independent student learning in its many forms. There are two major forms of strategies—teaching strategies and learning strategies. Teaching strategies are those strategies used by teachers to help students learn. Learning strategies are those selected by students and used independently. Although the purpose of this section is to discuss teaching strategies, learning strategies will also be briefly examined.

Many different teaching strategies may be selected to promote different forms of learning, but all strategies help students to construct meaning by relating new learning to something in their prior knowledge. Teachers assist active knowledge construction by assessing what student know, and then helping students to organize the new information and relate it to their daily lives. Effective strategies encourage the development of critical thinking, problem solving, and memory retrieval abilities.

Learning strategies place an emphasis on metacognition—conscious awareness of one's thought processes and ability to act accordingly. Students need learning strategies that enable them to monitor and control their learning.

Common Features of Effective Strategies

Although teaching strategies vary widely, many effective strategies share one or more of the following four characteristics:

1. Modeling. Students learn what is modeled more readily than that which is only told to them. Effective strategies incorporate teacher modeling and demonstrations of learning techniques.

2. Active Involvement. Active student involvement helps promote learning.Too often in the past, teachers resorted to a teaching style that placed a premium on lecturing. When students are more actively involved in hands-on learning and discussion, they tend to learn more quickly and retain information longer.

3. Schema Formation. When students are shown ways to organize what they are learning, the information is more readily stored in memory and is more readily available for retrieval. Schema formation is enhanced through attention to prior knowledge and through the use of graphic organizers, such as concept maps.

4. Student Self-Knowledge. Students need to know how, why, and when to use what they are learning. Teachers should assist students in understanding what they are learning. Teachers should assist students in understanding what they are learning and in seeing relevancy to their lives. When students are able to apply knowledge, they gain personal ownership of their learning.

Major Teaching Strategies

Effective teaching is both an art and a science. Teaching is a creative endeavor because it requires teachers to inspire, motivate, and challenge others. Teachers must also adapt their instruction to meet the individual needs of their students. Teachers in the course of daily teaching make hundreds of decisions related to content, learner characteristics, and teaching behaviors. They constantly ask themselves how well their students are learning and how they can better promote understanding. Teaching is also a science. Teachers must be knowledgeable about their subject area, but also find ways to communicate that knowledge in ways that students understand. This requires that teachers be skilled at assessment and be able to apply principles of teaching and learning.

Teachers must select teaching strategies that help them to achieve their own teaching objectives. In most cases, this will require teachers to use a varied repertoire of teaching strategies. Some major strategies follow:

- Cooperative learning. Students often learn well when they are grouped with others. Cooperative learning can be undertaken in pairs or small groups, but it is important that all group members have an active role in the endeavor. Many teachers find that, when groups have clearly defined tasks to complete, there is greater focus to the learning.

- Direct instruction / Guided and independent practice. In some instances, it is useful for a teacher to teach information directly to students. Teacher need to possess strong verbal and nonverbal communication abilities and convey an enthusiasm about the subject matter. When direct instruction is used, it is important to consider the prior knowledge of the students, provide demonstrations, and to plan for both guided and independent practice of the new learning.

- Discovery learning. Discovery learning is based on the motivational potential that is inherent in student curiosity. When teachers succeed in having students say, "I wonder if. . . ", learning often follows. In different areas of the curriculum, discovery learning is achieved in different ways. In science teaching, for example, a teacher may stage a discrepant event and then invite students to speculate about the force at work. In other areas of the curriculum, it may involve student initiated research.

- Discussion. Experienced teachers know that it is rarely easy to maintain a high quality, focused, student discussion; it takes conscious effort on the teacher's part. One of the important aspects of learning a discussion is considering the likely degree of prior knowledge about the subject that the students bring to the group. Some discussions are led through skillful teacher questioning and others may be promoted through non-questioning techniques. Master teachers tend also to be master questioners, adept at asking a wide variety of questions that go beyond literal levels of understanding, and that encourage students to relate the discussion ideas to their daily lives. Wait time is also involved. When teachers ask a provocative question, they need to allow student sufficient time to consider the question and frame a thoughtful response. Other types of discussions are effectively maintained through non-questioning techniques, such as semantic webbing or group tasks that require active discussion for their successful completion.

- Interdisciplinary learning. In the real world, learning often depends on drawing information from varied sources to solve problems. In school, however, students often view their learning as departmentalized and fail to connect what they are learning in one subject to what they are learning in another. To combat this fragmenting of the curriculum, teachers should attempt to integrate subject learning in one area with learning in other areas. Reading and writing connections can often be used to advantage, as well. For example, a student in science or math might be encouraged to keep a learning log that encourages active reflection on how well the subject is being learning and its applicability to the student's daily life.

Teaching Tools and Resources

Merely using effective teaching strategies will not assure that students will learn the material desired by the teacher. Students must also see a purpose in what they are learning and teachers must be skilled at using technological, text-based, and human tools and resources.

Technological innovations are transforming the ways many teacher teach. Many of the same principles that apply to teaching strategies also apply to effective uses of technology. Technology can aid teachers in making more effective demonstrations. It can also aid teachers in activating or building students' prior knowledge. As on-line information systems and multimedia technologies continue to evolve, more and more students will make use of technology for its research capabilities. Microcomputer technology can also be used to integrate learning or provide guided and independent practice. And, word processors can help to promote composing and editing skills. Like any other teaching tool, however, the effectiveness of the technology depends on the skill, knowledge, and decision-making abilities of the teacher.

Much learning in school is text-based. Teachers need to be skilled at using textbooks in effective ways, but also in adapting instruction to meet the needs of students who may have reading difficulties. Study strategies, alternate text, tradebooks, audiovisual materials, and/or grouping strategies may need to be employed. Just as with technology, teachers should consider textbooks to be tools. Once again, it is the decision-making ability of the teacher that will determine the success of text-based learning.

A, sometimes, inadequately tapped teaching resource that exists in every school and community is human potential. Team teaching involves teachers collaborating with colleagues to accomplish common goals. Effective team teaching requires planning time. The community can also be an effective resource. In every community there are individuals who welcome invitations to visit the school and provide demonstrations on a wide variety of topics. Students can be taken on field trips that help provide a link between "school learning" and "real life." Parents can also be involved in promoting the mission of the school through volunteer service and support offered from the home.

Source Materials

There are many important sources of information on effective teaching strategies. Student teachers are encouraged to consult their cooperating teachers, university supervisors, college textbooks, methods professors, and fellow students. The following sources housed in the Retan Center Library may also be particularly helpful:

Reynolds, A. (1992). What is competent beginning teaching? A review of the literature. Review of Educational Research, 62(1), 1–35. (An excellent concise review)

Reynolds, M. C. (Ed.). Knowledge Base for the Beginning Teacher. Oxford, UK: Pergamon. (See especially chapters 7–9)

Wahlberg, H. J. (1990). Productive teaching and instruction: Assessing the knowledge base. Phi Delta Kappan, 71(6), 470–478. (A research review of effective practices.

Wittrock, M. C. (Ed.). (1986). Handbook of Research on Teaching, (3rd ed.). New York: Macmillan. (See especially Ch. 11 & 13)

■ *Working with Exceptional Learners in Your Classroom*

by Ms. Nancy Brubaker

During your student teaching experience you will likely have the opportunity to work with exceptional learners in your classes as inclusion becomes more widespread in public education. Although you will be the teacher responsible for your classroom, you will have many resources available to assist you in teaching exceptional learners.

Following are some suggestions that may be helpful:

1. The Special Education Teacher. This person may or may not be in your classroom during instructional time. However, a team effort is essential to success for the student(s).

2. Co-Planning. You and the special education teacher need to do some planning together. You are the "expert" in subject matter, but the special education teacher can help you present lessons in a manner to ensure success for all students.

3. Co-Teaching. It is entirely possible and feasible for you and the special education teacher to do some team teaching.

4. Adaptation. Many materials, methods, and activities can be adapted, most with minor changes, to meet the needs of the exceptional learners in your class. The special education teacher is the person on the team who can offer the expertise in this area.

5. The Students. Exceptional learners with the potential for success are placed in your class. They need to be made to feel a part of the class, not relegated to the back of the room or a separate table. You will find that, with the proper support from the teaching team, they can be successful. Perhaps that success will not be on the same level as the rest of the class, but they will have success.

In addition to the few suggestions offered here, the special education teachers in your school can be your best resource. Generally speaking, you will find them very willing to work with you in the best interest of the students. It is important for student teachers to observe and work with these specialists so that they may learn about the resources they have available to help classroom teachers and their students.

■ *Libraries: Their Use During Student Teaching*

Library Resources

You are encouraged to make use of the three libraries (Main, Butler Center Library, Retan Center Library) on campus during your student teaching experience. In addition to book and periodical collections in each library, Retan Center Library has a collection of curriculum guides from school districts, state departments of education, etc., and Retan and Butler Center Libraries have textbooks. Both curriculum guides and textbooks circulate for the usual four week period and may supplement materials available in the school in which you are teaching. Non book and audio-visual items (pictures, transparencies, cassettes, phono-discs, filmstrips, film loops, models and kits) on many subjects and appropriate for various levels are located in Retan Center Library. The circulation period is for four weeks and there is no maximum number of items which may be checked out. Equipment may be borrowed from the Library or from the AV Center in Retan Center, G-2. Butler Center Library is the location for music teaching materials. Most of these are sound filmstrip kits.

Library Services

Services which may be of special help to student teachers in using library materials are as follows:

1. **Teaching Materials** (in) **Retan Center Library** is a booklet which is provided at nominal cost to anyone wishing to purchase it. Copies are also available at the reference and circulation desks to supplement the use of the card catalogs in the Library. The booklet lists as non-book materials in Retan Center Library and is organized by subject with one subject heading assigned for each item. The introduction gives added information on the use of the booklet. (Note that the music materials in Butler Center Library are listed in call number order near the end.)
2. **Mailing**: Student teachers who are outside the immediate Mansfield area will be able to request materials by mail by sending their ID cards and the complete call number and media code for each item. Smaller items will be mailed in reusable mailing bags. Materials will be sent out the same day the library receives the request.
3. **Renewing by Mail:** Materials may be renewed by mail if the library receives the complete call number of each item and the student ID card. The letter requesting renewal should be postmarked before the due date to avoid paying fines. The ID card and the new due date for the materials will be sent out by return mail.

4. **Selection of Appropriate Materials:** The staff of Retan Center Library will select materials to be mailed if the ID card and information as to the subject(s) and level(s) needed are received. It is also helpful to have an indication of the types of materials desired (e.g., books, kits, transparencies, pictures, etc.). The above information may be mailed to the library or given in a telephone conversation. A telephone call will be made by a member of the library staff to students who provide a telephone number where they can be reached and a specific time to be called. (The best times for the library would be in Retan Center Library on Sunday through Wednesday evenings after 6 p.m. or in either Retan or Butler Center Libraries from 8 a.m. to 4 p.m., Monday through Friday.)
5. **Cassette Taping**: Cassette tapes of specific musical excerpts to be used for educational purposes may be requested from the Butler Center Library. A lead time of at least a week is needed. It is advisable for the individual to come to the library to choose the appropriate recordings and complete the taping request form. These are loaned for the regular circulation period of four weeks and are erased when returned.

Mailing Addresses

Retan Center Library
Mansfield University
Mansfield, PA 16933

Butler Center Library
Mansfield University
Mansfield, PA 16933

■ *Certification for Teaching*

Official certification by the Commonwealth of Pennsylvania is required to teach in the public schools. Certification is issued by the state in which a given school is located, and differences exist between state certification requirements. However, some limited reciprocity is currently in effect, allowing people certified to teach in one state to receive temporary certification in another, giving them time to complete the formal certification requirements for the second state. This allows teacher candidates to move across state lines with some freedom. Requirements are changing rapidly in many states, so candidates should contact the certification office for the states in which they wish to be certified. The listing for each state is given in the (NASDTEC) National Association of State Directors of Teacher Education and Certification. A copy of this manual is on reserve in Retan Center Library.

In Pennsylvania, the state follows the program approval process. The Pennsylvania Department of Education reviews the teacher education programs at a college or university and approves them. All approved programs may then recommend prospective teachers and other personnel to the state for certification. Teachers who wish to be certified in Pennsylvania, if they are not already certified in another state, must be recommended by an approved college or university.

To find out which colleges offer specific programs, contact the Department of Education, Bureau of Teacher Preparation and Certification; phone: 717–787–3470.

Instructional I (Provisional) certificates to teach in Pennsylvania, the first level of certification, are valid for six years of teaching. The Instructional II certificate is available after three years of successful teaching, the completion of 24 postbaccalaureate college and/or state approved inservice credits, and a state approved induction program.

Newly certified teachers often find positions as substitute teachers rather than permanent positions. Pennsylvania defines two levels of substitutes:

> Long-Term Substitute - An appropriately certified person temporarily employed to fill a position of a temporary professional or professional employee on an approved leave of absence which will exceed 15 consecutive school days in a single assignment.
>
> Day-to-Day (per Diem) Substitute - An appropriately certified person temporarily employed on an intermittent basis to fill a position of a temporary professional or professional employee on an approved leave of absence which does not exceed 15 consecutive school days in a single assignment.

Further information and the full text of CSPG#89 is included in the references. Note that Certification Standards and Policy Guidelines (CSPGs) are the Pennsylvania Department of Education's policy statements regarding what certification is required to perform particular functions in a school district. A full copy of all current CSPGs is available from the Certifying Officer at each college and university with approved teacher education programs.

Pennsylvania requires that candidates for certification complete the national Teachers Examination in four areas: Communication Skills, General Knowledge, Professional Knowledge, and the Specialty Test appropriate for their teaching field. Note that these Specialty Tests are the ones approved for Pennsylvania certification and are not necessarily the same as the NTE Specialty Tests. Candidate should be careful to check the application information to be sure they sign up for the right test for Pennsylvania.

Certification to teach is the process by which the state verifies that one has fulfilled all the requirements appropriate for classroom teaching. The certification officer at Mansfield University will be able to help answer your questions concerning certification to teach. The office is located in 111 Retan Center (717-662-4024).

1. **Procedures for certification only candidates (not receiving a degree)**

See the appropriate secretary in the Records Office.

a. Read & fill out an Initial & Added Certification form (MU.A24).

After you receive all your NTE test scores:

b. Sign the Application For Professional Personnel Certificate form (PDE-4511C).
c. Provide the Records Office with a $15.00 money order (no checks) payable to Mansfield University.
d. Make sure the records Office has a copy of the Evaluation Record that the certification officer did for you.
e. If you hold a PA Certificate, submit a copy with your application. (Records will make a photocopy.)

You must have NTE test scores if you are seeking initial certification. Please bring them with you so that Records can process them. Added Pennsylvania certification does not require additional testing.

All certification candidates who do not hold a previous Pennsylvania Professional Certificate must submit evidence to the Certification Office that they have had a negative tuberculosis test.

2. Certification Procedures for 4-year Mansfield University Students

See the appropriate secretary in the Records Office

a. Read & fill out an Initial & Added Certification form (MU.A24).

After you receive all your NTE test scores

b. Sign the Application For Professional Personnel Certificate form (PDE-4511C).

c. Provide the Records Office with a $15.00 money order (no checks) payable to Mansfield University.

d. You must have NTE test scores, please bring them with you so that the Records Office can process them.

REFERENCES

Andrews, T.E. (Ed.). (1994). Manual on Certification and Preparation of Educational Personnel in the United States (2nd ed.). DuBuque, IA: Kendall/Hunt. [Publication of the National Association of State Directors of Teacher Education and Certification (NASDTEC)]

Gooddard, Roger E. (1994). Teacher Certification Requirements In All Fifty States (12th ed.). Sebring, Florida: Teacher Certification.

Wills, H. S. You and Your Teaching Certificate. Harrisburg, PA: Pennsylvania State Education Association. (Selected items)

Since we are very close to the New York State border, we have listed the appropriate contact person near Mansfield for **information on New York State Certification**.

Ms. Charlene Syscko, Regional Certification Officer
Steuben-Allegany Board of Cooperative Educational Services
6666 Babcock Hollow Road
Bath, NY 14801
Telephone 607-776-7631

■ *Finding a Teaching Position*

Career Planning and Placement Office

Mansfield University has a central placement bureau, headed by the Director of Placement, which serves all students of the University. All matters pertaining to placement should be referred to the Director and cleared through that office.

The Career Planning and Placement Office is operated to assemble and keep a permanent record of your probable and actual employment potential, and such other information as you wish to supply. This record is for distribution to prospective employers.

All candidates for a degree at Mansfield University should register with the Career Planning and Placement Office. Registration consists of completing, according to instructions, the office data forms.

The Career Planning and Placement Office will give you information concerning the compiling of your set of credentials which includes personal data, recommendations, if requested from your cooperating teacher, university supervisor, college faculty, an outside reference, and an unofficial transcript of your academic record.

It will be to your advantage in securing a position to work closely with the Career Planning and Placement Office. Be sure your file of credentials is complete. Ask people personally for a recommendation. If this is not convenient, write a letter asking permission to use their name or to write a recommendation for you. (The letter of recommendation should be typed.)

Discuss getting a position with your university supervisor, your cooperating teacher and with other people who have know-how. Read information that may help you from books, newspapers, and magazines. Stop at the Career Planning and Placement Office and discuss your career plans with a career counselor. Here you will be able to get current job market information. Request to become part of the center's programs including mock interviewing and the process of a search for a professional position. Get a subscription to the Mountie Message and learn where the jobs are!

Letters of Inquiry and Application

You should be aware of the fact that the responsibility for securing a position rests with the candidate. The Career Planning and Placement Office can assist the candidate but cannot obtain the position.

It will be to the advantage of the candidate to organize well-planned and well-written letters of inquiry and application. The letter of inquiry is extremely important. It may be a first impression of you. If your letter of inquiry is satisfactory, you may obtain an application or an interview. Try to write this letter to the best of your ability. If you need help in this area, seek some professional assistance from faculty or staff members in the Career Planning and Placement Office. Examples of inquiry and application can be found at the end of this section. Type the letter, using proper business form, correct grammar and spelling. Indicate how you learned of the position—from the Placement Office, from a friend, or from a former teacher. State your qualifications to fulfill the responsibilities of the position. State your reason for wanting to teach at the particular school. Letters should be to the point and concise.

Investigate each prospective position and school district carefully, considering not only the salary, but weighing the other factors involved in the situation very carefully. Visit the place of prospective employment for a teaching position. A visit makes it possible for the candidate to make a more intelligent decision if the application for employment is considered favorably.

Resumes

Resumes are summaries describing who you are and what you can offer an employer. A resume is usually no more than one or two pages long. A basic resume generally contains the following:

- Identifying information such as name and address
- Summary of educational background
- Summary of relevant work experiences
- Summary of extra-curricular activities
- Professional association memberships
- Special awards or honors
- Relevant personal data
- References and Placement Office information

Professional Portfolio

It is strongly recommended that a professional portfolio be developed to take to interviews. This serves as a visual description of relevant background experiences. The portfolio could include the following:

- Photographs
- Newspaper articles
- Philosophy of education
- Certificates
- Professional letters of recommendation and/or thanks
- other relevant materials to enhance the interview

A photograph album works very well in developing a professional portfolio.

Interviews

An appointment to a professional position is rarely made without a personal interview. It is important that the candidate make the best possible impression. Proper arrangements should be made well in advance for any professional interview. The prospective employer must be notified if the interview date is not to be met.

Begin early in determining what your personal professional image is to be. Develop your professional portfolio. Look your best for any professional appearance. Arrive for the interview about ten minutes early. Be concerned about correct use of the English language; be alert to the importance of exhibiting proper social manners and putting your best foot forward. It is well to remember that you are the one who is after the position and that attention to detail is important. Use a follow-up letter to show appreciation for the interview. If you have concerns about your ability with any of the above, please contact the placement office immediately.

For What It's Worth

Things I must do for myself as suggested by the Placement Office in order to obtain a professional position or gain entry into graduate school:

1. Complete the placement packet
2. Check recommendations received by the placement office
3. Note testing dates for:
   G.R.E. (for graduate school)
   N.T.E. (for Pennsylvania Certification)
   M.A.T. (for Graduate School)
4. Complete a rough copy of the cover letter and resume to be reviewed by the Career Planning and Placement Office or a faculty member
5. Establish a time and place for a mock interview (Do you want the mock interview videotaped for review by you and a placement officer?)
6. Complete lists of possible employers (Information is available from the Career Planning and Placement Office and "The Mountie Message.")
7. "Do I have it all together?" If not, check with the Career Planning and Placement Office.

Some Advice From a Fellow Student Teacher

Information and advice is extended to you from many sources as you enter the student teaching semester. The Office of Educational Field Experiences, university supervisors, cooperating teachers, public school and university staff, with your welfare in mind, offer you much good counsel.

The following letter to you, from one of your fellow student teachers, may be of help to you as you think about the many admonitions that are sent your way.

Dear Student Teachers:

Congratulations, you've made it this far! Now it is time to put all your experience to practical use. Your student teaching will be the most exciting and rewarding experience of your college career.

Probably at this point, you are very confused and somewhat frightened. All the meetings before you actually student teach are enough to confuse anyone. There are so many things to remember, things to do, things not to do, things to be done immediately, and things that must be done as soon as possible. When I came from my very first meeting, I wondered how I would ever get everything done. In fact, I was questioning my abilities as a future teacher. Don't despair! If any problems arise, there are many competent people willing to offer assistance.

There are many college services available to student teachers, but most valuable are the services the Placement Office provides. By this time every student teacher should have a packet from the Placement Office. If you don't have one, get one! Your cooperation with the Placement Office could mean the difference between employment and nonemployment.

I was a December graduate. Therefore, my file with the Placement Office had to be completed as soon as possible. I completed all the forms and sent them to the Placement Office. In the meantime the pressures of student teaching began. Since I was graduating in December, I wanted to find a job for January. Don't let anyone fool you. If you want a job, you can get a job.

One of the biggest hassles is writing you letters of inquiry and letters of application. Usually after writing a letter of inquiry, an application will be sent. Complete it and send it back as soon as possible. Certainly it is frustrating waiting for results or an answer to your application.

I went through the hassle. "Believe me it is worth it!" Beginning in January I will teach in the Bradford Area School District. Although I accepted this position, I had other offers. Many people told me that my letters and credentials were excellent. It really pays to exert that little extra effort—I know!

Best of luck as a student teacher. If you remember all that was said at your meetings, exert that extra effort and keep calm, you'll find that job!

A contented MU graduate,
(signed) Susan Loucks

REFERENCES

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Acheson, K. A., & D'Arcangelo, M. (1987). *Another set of eyes: Techniques for classroom observation.* Alexandria, VA: Association for Supervision and Curriculum Development.

Acheson, K. A., & Meredith, D. G. (1992). *Techniques in clinical supervision of teachers: Preservice and inservice applications* (3rd ed.). New York: Longman.

Brubacher, J. W., Case, C. W., & Reagan, T. G. (1994). *Becoming a reflective educator: How to build a culture of inquiry in the schools.* Thousand Oaks, CA: Corwin Press, Inc.

Costa, A., Garmston, R., Zimmerman, D., & D'Arcangelo, M. (1988). *Another set of eyes: Conferencing skills.* Alexandria, VA: Association for Supervision and Curriculum Development.

Dewey. K. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process* (Rev. ed.). Lexington, MA: D. C. Heath.

Gore, J. M. (1991). Practicing what we preach: Action research and the supervision of student teachers. In B. R. Tabachnick & K. M. Zeichner (Eds.), *Issues and practices in inquiry-oriented teacher education* (pp. 253–272). New York: The Falmer Press.

Hersey, P., & Blanchard, K. (1982). *Management of organizational behavior: Utilizing human resources.* Englewood Cliffs, NJ: Prentice-Hall.

Killion, J., Todnem, G. (1991). A process for personal theory building. *Educational Leadership, 48*(6), 14–16.

Laboskey, V. K. (1994). *Development of reflective practice: A study of preservice teachers.* York: Teachers College, Columbia University.

Posner, G. J. (1993). *Field experience: A guide to reflective teaching* (3rd ed.). White Plains, NY: Longman.

Richards, J. C., & Lockhart C. (1994). *Reflective teaching in second language classrooms.* New York: Press Syndicate of the University of Cambridge.

APPENDIX A

LIST OF STUDENT TEACHING FORMS

This appendix contains a copy of all student teaching forms mentioned throughout the text. You will need to make two copies of some forms needed for each student teaching assignment.

Page Number of Forms (handwritten in bottom right corner of each form)

P. 1	**Directory Card** (Required form. Student teachers should complete and return this form to the Field Experiences Office the first day of the student teaching semester.
P. 1	**Student Teaching Information News Release** (Optional form. If student teachers wish information sent to their hometown newspaper, they should complete and return this form to the Field Experiences Office the first day of the student teaching semester.)
P. 2	**Class Schedule** (Required form for each assignment. Student teachers should complete this form or copy their cooperating teacher's weekly schedule and give or send it to their university supervisor as instructed.)
P. 3	**Notification Data** (Required form for each assignment. Student teachers should complete this form and give or send it to their university supervisor as instructed.)
Pp. 4–7	**A Checklist of Suggestions for a Successful Student Teaching Experience** (Optional form unless required by cooperating teachers or university supervisors. Student teachers may use this checklist to monitor and report on their progress to their cooperating teachers and university supervisors.)
Pp. 8–23	**Student Teacher Evaluation Report** (Required for evaluating art, elementary, elementary/early childhood, secondary, and special education student teachers. Evaluate student teachers of music with the Music Student Teacher Evaluation Report. Student teachers, cooperating teachers, and university supervisors should study this evaluation report and refer to it frequently to monitor progress. Cooperating Teachers should complete Part I of this report prior to their final conference with University Supervisors.)

Continued

APPENDIX A: LIST OF STUDENT TEACHING FORMS (CONTINUED)

Pp. 24–31	**Music Student Teacher Evaluation Report** (Required for evaluating music student teachers. Student teachers, cooperating teachers, and university supervisors should study this evaluation report and refer to it frequently to monitor progress. Cooperating teachers should complete this report prior to their final conference with university supervisors.) [pp.41–44]
Pp. 32–40	**Subject Matter Competency Guides** (Optional forms. Use the appropriate form in evaluating student teachers' subject matter proficiences on the Student Teaching Evaluation Report, Part I, criteria 18–20.)
P. 32	Art Teacher
P. 33	Elementary Teacher
P. 34	Elementary/Early Childhood Teacher
P. 35	English Teacher
P. 36	Foreign Language Teacher
P. 37	Mathematics Teacher
P. 38	Science Teacher
P. 39	Social Studies Teacher
P. 40	Special Education Teacher
P. 41	**Parent Letter Regarding Permission for Videotape** (Optional form. Use this form or write a similar letter to request parents' permission to videotape their students, unless permission for videotaping has been previously been requested by your cooperating teacher.)
P. 42	**Survey of Multicultural Experiences** (Required form. Student teachers should complete this form and give it to their university supervisors no later than their final conference.)
P. 43	**Survey of Special Education Experiences** (Required form. Student teachers should complete this form and give it to their university supervisors no later than their final conference.)
P. 44–45	**Summary of "Student Teacher Evaluation Report" and "Music Student Teacher Evaluation Report"** (Optional forms. Student teachers may elect to place a summary of their final evaluation in their placement file by asking university supervisors to complete and return this form to the Office of Field Experiences.)

Directory Card

Name: ______________________ Curriculum: ______________
SS #: ________________ Anticipated Date of Graduation: __________

Residential Address During Student Teaching:

____
Street City State Zip
Telephone: (   ) ______________

Parent's Name: ______________________________
Parent's Address: ____________________________

First Assignment:

____
School Location Cooperating Teacher

Second Assignment:

____
School Location Cooperating Teacher

==

Student Teaching Information for News Release

Please complete this form completely and legibly.

Name: ____________________ Maiden Name: ________________
Address: __________________________________

Parent's Name: ______________________________
Parent's Address: ____________________________

High School Graduation From: ________________ Year: ________
Town of High School: __________________________

Names and Locations of School of Student Teaching Assignments:
1. ____________________________________
2. ____________________________________

Your Major at MU: ____________________ Class at MU: ________
Your Hometown Newspaper: __________________________
Address of Hometown Newspaper: ______________________

CLASS SCHEDULE

STUDENT TEACHER ____________________ COOPERATING TEACHER ____________________

SEMESTER ____________________ SCHOOL ____________________

Time/ Grade Level/ Subjects	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday

2

NOTIFICATION DATA

	Student Teacher	Cooperating Teacher	School
Name			
Address			
Phone			

VACATION DAYS:

IN-SERVICE DAYS:

EARLY DISMISSAL DAYS:

OTHER SCHEDULE CHANGES (e.g., field trips, assemblies):

■ *Weekly Checklist of Suggestions for Student Teaching*

DIRECTIONS: Use of this checklist is recommended, but not mandatory. Since you need to repeat many of the items on the checklist during each student teaching assignment, you may want to make two copies of this form. Check and date each item when completed. This will help you monitor your own work and report your progress to your university supervisor (U.Supvr.) and cooperating teachers (C.Ts.).

BEFORE STUDENT TEACHING BEGINS ✓ = Done/Date

1. Secure proof of background check . . . .
2. Arrange housing . . . .
3. Prepare a professional wardrobe . . . .
4. Contact first cooperating teacher (C.T.) by phone or letter . . . .
5. Review this Mansfield University Student Teaching Manual . . . .
6. Buy the required student teaching text, Posner, G. J. (1993). Field Experience: A guide to reflective teaching. New York: Longman . . . .
7. Visit the Placement Office to pick up a packet and to understand the service available to help you find a teaching position (see Chapter 9, Finding a Teaching Position) . . . .
8. Study the Posner student teaching text to understand reflection and to find help for completing the reflective exercises required by your department . . . .
9. Set up student teaching notebook or folders . . . .
10. Complete or begin some of the reflective activities required by your department . . . .
11. ____
12. ____

WEEK ONE ✓ = Done/Date

1. Meet the principal and other school staff. (See Chapter 9, Orientation of Student Teachers.) ....

2. Meet the librarian and other teachers with whom you will work. ....

3. Draw a floor plan of your classroom(s). ....

4. Draw seating charts, learn students' name, and observe their behavior .....

5. Observe and discuss with your C.T. his or her classroom management system. ....

6. Get acquainted with your school building and the community. ....

7. Offer your C.T. assistance (e.g., individual students, housekeeping or grading, a bulletin board, or resources from Mansfield University) ....

8. Take systematic notes while observing your C.T. (see Chapter 9, Observations of Teachers). Later, ask your C.T. questions about occurrences that you do not understand. ....

9. Develop very complete plans for your first lessons. Have them critiqued and approved by your C.T. ....

10. Review the Student Teaching Requirements and the Student Teaching Evaluation Report for your department with both your C.T. and U.Supvr. Add their expectations to this checklist. ....

11. Write a journal entry (see Posner, Chapter 3, pp. 24–26, for one format called a log. ....

12. ________________________________

13. ________________________________

14. ________________________________

15. ________________________________

5

WEEK 2 ✓ = Done/Date

1. Continue week 1 activities, including observations and other orientation activities. . . . .

2. Continue your careful lesson planning. Remember to ask for C.T.'s guidelines and ideas. Be sure to follow C.T.'s schedule for submitting plans for approval. . . . .

3. Complete your goals for student teaching (Student teachers of art, elementary and secondary education and special education see Posner text, Exercise 2.3.). . . . .

4. Remember that you are expected by MU to volunteer to do anything your C.T. does (e.g., hall duty, after-school activities, conference days). . . . .

5. Write a second journal entry. If you do at least one journal entry per week, you will be able to choose the best ones for your portfolio. . . . .

6. ____

7. ____

WEEK 3 ✓ = Done/Date

1. On the bottom of each lesson plan, reflect in writing about each lesson you teach—what would you repeat and what would you change? Why? Files these plans. . . . .

2. Begin planning your unit. . . . .

3. Remember the requirement for a multicultural education lesson. . . . .

4. Remember the requirement for two special education experiences. Special education S.Ts. substitute two regular education experiences. . . . .

5. Continue your observations of your C.T and other teachers.

6. Have you audiotaped one of your lessons? This is a required reflective activity—at least one time per semester—for S.Ts. of art, education, and special education. Listen to the audiotape alone or with your C.T. to identify your strengths and needed improvements. . . . .

7. ____

8. ____

6

WEEK 4 & 5 ✓ = Done/Date

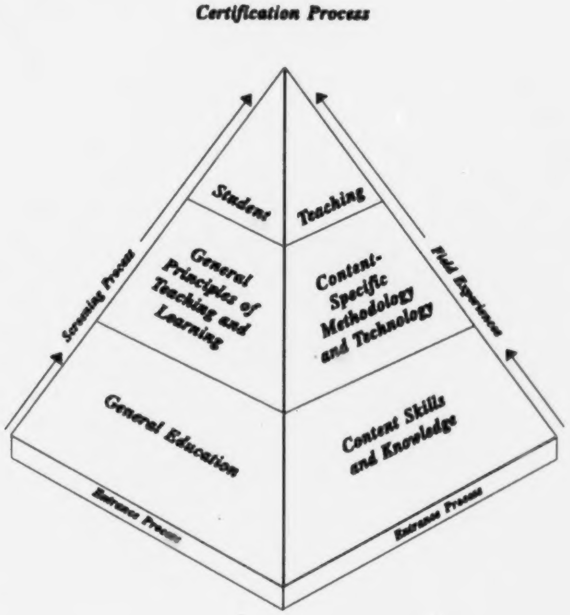
1. Most S.Ts. should be teaching three periods or classes.
2. Ask your C.T. for a mid-experience assessment using your department's Student Teacher Evaluation Report.
3. Teach or schedule your unit.
4. Have you videotaped a lesson? This is a required reflective activity—at least one time per semester— for art, education, and special education S.Ts. Ask you C.T. to about sending home a permission letter to video students. View the videotape alone or with your C.T. to identify your strengths and needed improvements.
5. During the second experience, check that you have completed all the reflective activities required by your department.
6. ______________________________
7. ______________________________

WEEK 6–8 ✓ = Done/Date

1. Assume all responsibilities of your C.T. by the last full week of student teaching—sooner if approved by your C.T.
2. Finish your student teaching portfolio of reflective exercises.
3. Present your portfolio to your U.Supvr. for evaluation on the date requested.
4. Ask a principal to observe you, especially during the second experience.
5. Plan with your C.T. for a smooth transition as you depart.
6. Ask your C.T. for a recommendation and provide a recommendation form.
7. Thank everyone—students, C.T., faculty, staff, and administrators.
8. ______________________________
9. ______________________________

Mansfield University

Teacher as Reflective Decision Maker


Certification Process
Student
Teaching
General Principles of Teaching and Learning
Content-Specific Methodology and Technology
Screening Process
Field Experience
General Education
Content Skills and Knowledge
Entrance Process
Entrance Process

Mansfield University Teacher Preparation

Graduates will be able to make reflective decisions that are grounded in accepted theory, research, and practice. These decisions will enable the teacher to adapt instruction to individual student differences and to changing conditions within schools and society.

Student Teacher Evaluation Report

[Departments of Art, Special Education, and Education]

____
Student Teacher

© August 1995

8

Student Teacher ____

Academic Year 19 ____ - ____ Fall Semester ______ Spring Semester ______

University Supervisor ____

Explanation of Evaluation Report

This instrument is used to evaluate Mansfield University student teachers as beginning teachers. Cooperating teachers complete Part I, **Evaluation Criteria**, of the Evaluation Report for each of their student teachers. Part I addresses 20 criteria that total 140 points within three categories:

Demonstrated Personal Behaviors

- Appearance
- Voice
- Poise
- Vitality
- Leadership

Demonstrated Teaching Behaviors

- Command of English
- Dependability
- Cooperation
- Judgment
- Creativity
- Variation in Teaching Strategies
- Evaluation Techniques
- Diagnosis and Correction of Student Difficulties
- Classroom Management
- Rapport with Students
- Students' Academic Responsiveness
- Professional Development

Demonstrated Subject Matter Proficiencies

- Mastery of Subject Matter
- Selection and Organization of Subject Matter
- Use of Methods and Materials in the Subject Area

Part II, **Teacher as Reflective Decision Maker**, explains the exercises that student teachers complete to indicate their developing reflective posture toward teaching. Part II is worth 60 points. The university supervisor assigns the midterm grade—using "Satisfactory" and "Unsatisfactory"—and the final letter grade. In determining the final letter grade, the university supervisor considers the Part I points from both cooperating teachers and his or her own Part I points, adds the points earned in Part II, and determines the final letter grade from the following scale of 200 total points.

A	=	188-200	B -	=	160-165	D +	=	134-139
A -	=	180-187	C +	=	154-159	D	=	126-133
B +	=	174-179	C	=	146-153	D -	=	120-125
B	=	166-173	C -	=	140-145	F	=	<120

9

FIRST EXPERIENCE

Name of School(s) ____________________ Cooperating Teacher________________

Curriculum ____

Types of Classes ____

Grade Level(s) ____________ Number of Absences _____

I acknowledge that this evaluation report was
discussed with my university supervisor.

____
(Student teacher's signature)

SECOND EXPERIENCE

Name of School(s) ____________________ Cooperating Teacher ________________

Curriculum ____

Types of Classes ____

Grade Level(s) ____________ Number of Absences _____

I acknowledge that this evaluation report was
discussed with my university supervisor.

____
(Student teacher's signature)

FINAL LETTER GRADE

Part I Points		Final Letter Grade:
Part II Points		
Total Points		

10

PART I—EVALUATION CRITERIA

DEMONSTRATED PERSONAL BEHAVIORS

1. APPEARANCE

The student teacher . . .

- is always clean, neat, and appropriately dressed for the teaching situation; gives a strong positive impression. (4)
- is clean, neat, and acceptably dressed for the teaching situation; gives a positive impression. (3)
- gives a minimal positive impression. (2)
- is careless or inappropriate in appearance. (1)
- is offensive in person or dress. (0)

COMMENTS:

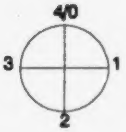
Score

2. VOICE

The student teacher's voice . . .

- is exceptionally well suited to communicating with large and small classroom groups. (4)
- is pleasant, agreeable, distinct, and flexible. (3)
- is satisfactory; on occasion the student teacher needs to be reminded to communicate in a more appropriate manner. (2)
- is forced, harsh, indistinct, weak, or monotonous; needs help in creating a satisfactory impression. (1)
- is unsatisfactory for teaching. (0)

COMMENTS:



Score

3. POISE

The student teacher . . .

- reflects a high degree of self-confidence and poise. (4)
- is dignified and confident in classroom and school situations. (3)
- displays minimal self-assurance and poise. (2)
- is self-conscious and displays a lack of confidence. (1)
- is easily upset. (0)

COMMENTS:

Score

4. VITALITY

The student teacher . . .

- regularly displays controlled enthusiasm; is a real "go-getter." (4)
- displays enthusiasm and shows above average vitality. (3)
- displays adequate vitality and enthusiasm. (2)
- appears to lack energy and needs to show more enthusiasm. (1)
- is lethargic; lacks enthusiasm. (0)

COMMENTS:

Score

5. LEADERSHIP

The student teacher . . .

- displays a dynamic personality and is an inspiring leader; is unusually effective in his or her work with students or associates. (4)
- is effective in his or her work with students and associates. (3)
- is effective with some supervision or encouragement. (2)
- is inclined to follow rather than to lead. (1)
- is ineffective as a leader. (0)

COMMENTS:

Score

DEMONSTRATED TEACHING BEHAVIORS

6. COMMAND OF ENGLISH

The student teacher . . .

- demonstrates an excellent vocabulary and choice of words; shows unusual fluency and clarity in expression of ideas. (8)
- demonstrates a good vocabulary and choice of words; expresses ideas clearly and correctly. (6)
- demonstrates minimal choice of words and occasional grammatical errors. (4)
- demonstrates poor choice of words, careless pronunciation, common grammatical errors, and carelessly expressed ideas. (2)
- demonstrates a meager vocabulary, frequent use of colloquialisms, flagrant grammatical errors, and poorly expressed ideas. (0)

COMMENTS:

Score

12

7. DEPENDABILITY

The student teacher . . .

- is prompt; regularly assumes responsibility; is exceedingly conscientious. (8)
- is prompt, reliable, and responsible. (6)
- needs some prompting to get things done. (4)
- neglects important assignments or responsibilities. (2)
- is irresponsible. (0)

COMMENTS:

Score

8. COOPERATION

The student teacher . . .

- anticipates situations that offer opportunities to cooperate; offers his or her assistance whole-heartedly. (8)
- cooperates willingly and graciously with little outside motivation. (6)
- usually works in harmony with others with little outside motivation. (4)
- seldom sees ways in which cooperation would be beneficial. (2)
- refuses or fails to cooperate with others. (0)

COMMENTS:

Score

9. JUDGMENT

The student teacher . . .

- consistently demonstrates the ability to make thoughtful decisions. (8)
- occasionally demonstrates the ability to make thoughtful decisions. (6)
- needs supervision and guidance to make thoughtful decisions. (4)
- lacks the ability to make thoughtful decisions. (2)
- makes decisions that result in unsatisfactory and unnecessary problems. (0)

COMMENTS:

Score

10. CREATIVITY

The student teacher . . .

- demonstrates the ability to initiate and carry out his or her own creative ideas. (8)
- demonstrates the ability to initiate and carry out his or her own creative ideas, but often needs help from the cooperating teacher. (6)
- carries out other people's creative ideas, but usually does not initiate his or her own creative ideas. (4)
- shows significant lack of creativity. (1)
- is baffled and helpless in situations which call for creativity. (0)

COMMENTS:

Score

11. VARIATION IN TEACHING STRATEGIES

The student teacher . . .

- expertly uses a wide variety of teaching strategies—e.g., lecture, discussion, instructional grouping, effective questioning techniques, etc.—without much input from the cooperating teacher. (8)
- is able to use a wide variety of teaching strategies with some input from the cooperating teacher. (6)
- is able to use a variety of teaching strategies but only with prompting from the cooperating teacher. (4)
- has difficulty using more than one or two teaching strategies. (2)
- is unable to, or refuses to, use more than one or two teaching strategies. (0)

COMMENTS:

Score

12. EVALUATION TECHNIQUES

The student teacher . . .

- consistently evaluates student learning with techniques that are based upon well-defined objectives; consistently interprets results using proper measurement tools. (8)
- usually evaluates student learning with techniques that are based upon well-defined objectives; usually interprets results using proper measurement techniques. (6)
- needs considerable help from the cooperating teacher to evaluate student learning. (4)
- often uses inappropriate or inadequate evaluation techniques. (2)
- is unable to evaluate student learning. (0)

COMMENTS:

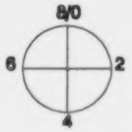
Score

13. DIAGNOSIS AND CORRECTION OF STUDENT DIFFICULTIES

The student teacher . . .

- regularly analyzes student difficulties and follows up with proper and often creative corrective procedures. (8)
- usually locates student difficulties and follows up with proper corrective procedures without aid from the cooperating teacher. (6)
- usually relies on the cooperating teacher's initiative in locating student difficulties and following up with proper corrective procedures. (4)
- seldom locates student difficulties or uses corrective procedures. (2)
- fails to see student difficulties. (0)

COMMENTS:



______ Score

14. CLASSROOM MANAGEMENT

The student teacher . . .

- shows an exceptional ability to manage the learning environment. (8)
- is capable of managing the learning environment without the cooperating teacher's assistance. (6)
- needs help from the cooperating teacher to manage the learning environment. (4)
- displays a minimal ability to manage the learning environment even with help from the cooperating teacher. (2)
- is unable to manage the learning environment. (0)

COMMENTS:

______ Score

15. RAPPORT WITH STUDENTS

The student teacher's relationships with students . . .

- are exceptionally harmonious, vital, productive, and cooperative. (8)
- are harmonious, productive, and cooperative. (6)
- are minimal or passive. (4)
- are strained or uncomfortable. (2)
- are antagonistic or disturbing. (0)

COMMENTS:

______ Score

16. STUDENTS' ACADEMIC RESPONSIVENESS

The students in the student teacher's classes . . .

- show excellent progress in the development of content, attitudes, skills, work habits, and ability to think independently. (8)
- show above average progress in the development of content, attitudes, skills, work habits, and ability to think independently. (6)
- show acceptable progress in the development of content, attitudes, skills, work habits, and ability to think independently. (4)
- show poor progress in the development of content, attitudes, skills, work habits, and ability to think independently. (2)
- show unusually poor progress in the development of content, attitudes, skills, work habits, and ability to think independently. (0)

COMMENTS:

Score

17. PROFESSIONAL DEVELOPMENT

The student teacher . . .

- shows an understanding of professional ethics and teaching as a profession; actively seeks responsibilities both in and beyond the classroom; indicates plans for continued professional growth. (8)
- shows an understanding of professional ethics; accepts responsibilities both in and beyond the classroom; indicates a desire for continued professional growth. (6)
- shows some understanding of professional ethics; assumes responsibilities pointed out by the cooperating teacher; shows an understanding of need for continued professional growth. (4)
- shows only a general awareness of professional ethics; accepts only assigned responsibilities; shows no concern for continued professional growth. (2)
- disregards extra duties of teaching; accepts no responsibilities not specifically assigned; expresses negative attitudes about teaching. (0)

COMMENTS:

Score

DEMONSTRATED SUBJECT MATTER PROFICIENCIES

18. MASTERY OF SUBJECT MATTER

The student teacher . . .

- shows mastery of subject matter; sees interrelationships with other subjects. (8)
- shows good background and understanding of subject matter. (6)
- shows adequate background and understanding of subject matter. (4)
- shows weakness in the subject matter area. (2)
- lacks sufficient mastery of subject matter. (0)

COMMENTS:

Score

19. SELECTION AND ORGANIZATION OF SUBJECT MATTER

The student teacher . . .

- shows excellent ability to select and organize subject matter. (8)
- shows good ability to select and organize subject matter. (6)
- shows minimal ability to select and organize subject matter. (4)
- apparently sees no need to select and organize subject matter. (2)
- lacks ability to select and organize subject matter. (0)

COMMENTS:

Score

20. USE OF METHODS AND MATERIALS IN THE SUBJECT AREA

The student teacher . . .

- regularly demonstrates an ability to select and use suitable teaching methods and materials, including the use of instructional technologies and sometimes computers. (8)
- usually demonstrates an ability to select and use suitable teaching methods and materials, including the use of instructional technologies and sometimes computers. (6)
- needs help from the cooperating teacher to select and use suitable teaching methods and materials, including the use of instructional technologies and sometimes computers. (4)
- needs considerable help to select and use suitable teaching methods and materials, including the use of instructional technologies and sometimes computers. (2)
- is unable to select and use suitable teaching methods and materials, including the use of instructional technologies and sometimes computers. (0)

Score

COMMENTS:

PART II—THE STUDENT TEACHER PORTFOLIO

> An empowered learner is defined as one who is an autonomous, inquisitive thinker—one who questions, investigates, and reasons. An empowered teacher is a reflective decision maker who finds joy in learning and in investigating the teaching/learning process—one who views learning as construction and teaching as a facilitating process to enhance and enrich development.
>
> *Enquiring Teachers, Enquiring Learners: A Constructivist Approach for Teaching*
>
> Catherine Twomey Fosnot, 1989, p. xi.

> Good teaching requires thoughtful, caring decision making wherein educators are able to move beyond the tendencies of their own biographies and the apparent mandates of their current circumstances to envision and consider alternative interpretations and possibilities. Good teachers are constantly making decisions and formulating ideas about educational goals, practices, and outcomes. These decisions and formulations may be done in the heat of the moment or in quiet contemplation; they may be primarily intuitive or mainly systematic and rational; and they may be reached alone or in collaboration with others. What matters most is that they are never conclusive; after their initial formulation, these decisions and ideas are subjected to careful reconsideration in light of information from current theory and practice, from feedback from the particular context, and from speculation as to the moral and ethical consequences of their results. Good teachers have the best interests of their students always in mind—but always with the perplexing and discomforting recognition that the definition and achievement of those best interests are neither clear nor singular.
>
> *Development of Reflective Practice: A Study of Preservice Teachers*
>
> Vicki Kubler Laboskey, 1994, p. 9.

Teacher educators at Mansfield University deliver professional programs in Art Education, Elementary and Secondary Education, Music Education, and Special Education. These programs contain well planned sequences of courses and field experiences that enable beginning teachers to integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students. The University's mission to liberally educate students, and the teacher education unit's organizing theme of "Teacher as Reflective Decision Maker" guide all the professional education programs; additionally, the following five propositions from The National Board for Professional Teaching Standards underlie the programs.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to diverse learners.
3. Teachers make decisions for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Teacher as Reflective Decision Maker

At Mansfield University, teacher education majors learn much about the research and practice of teaching in their professional sequence of coursework, but it is during student teaching when they actually have to make professional decisions—decisions in planning for teaching, decisions during teaching, and decisions after teaching. Moreover, they have to make these decisions "in the context of that unnervingly rapidly unfolding knife-edge of time that all teachers recognize as the insistent reality of their daily professional lives" (Gideonse, 1989, p. 24). Mansfield's teacher education faculty recognize the critical importance of student teaching in all the professional education programs. Additionally, the faculty believe that student teachers need to reflect about their decisions and experiences in order to achieve the most learning and professional growth (Posner, 1993).

John Dewey (1933) defined reflection as the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (p. 9). For Dewey, requisite attitudes in the reflective process included open-mindedness, genuine enthusiasm, and willingness to accept responsibility for decisions and actions. Dewey's definition of reflective thinking helps to explain Mansfield's organizing theme for undergraduate education. It also correlates well with the teacher education faculty's conception of a beginning educator who is

- technically competent in instruction and classroom management;
- able to analyze his or her own practice and the practice of other teachers;
- aware of ethical and moral choices inherent in the activity of teaching; and
- sensitive to the diversity of students' backgrounds, characteristics, and abilities. (Zeichner & Liston, 1987)

References

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process* (Rev. ed.). Lexington, MA: D. C. Heath.

Fosnot, C. T. (1989). *Enquiring teachers, enquiring learners: A constructivist approach for teaching.* New York: Teachers College Press.

Gideonse, H. D. (1989). *Relating knowledge to teacher education: Responding to NCATE's knowledge base and related standards.* Washington, DC: AACTE Publications.

LaBoskey, V. K. (1994). *Development of reflective practice: A study of preservice teachers.* New York: Teachers College Press.

National Board for Professional Teaching Standards. (1990). *Toward high and rigorous standards for the teaching* profession (2nd ed.). Detroit, MI: Author.

Posner, G. J. (1993). *Field experience: A guide to reflective teaching* (3rd ed.). New York: Longman.

Zeichner, K., & Liston, D. (1987). Teaching student teachers to reflect. *Harvard Educational Review, 57*(1), 23-48.

REFLECTIVE EXERCISES

To foster reflection, Mansfield University student teachers complete a variety of exercises during their two student teaching assignments. These exercises may include word-processed analyses that cite research-based references. The student teacher can earn from 0 to 60 points in this part of the Evaluation Report.

_____ 1. The student teacher must complete Posner's Exercise 2.3, pp. 17-19, "Setting Specific Goals." University supervisors will discuss formatting options and other requirements for this exercise in the first orientation meeting. (10 points possible)

_____ 2. The student teacher must submit at least one audiotape, with a written analysis, of his or her teaching. (5 points possible)

_____ 3. The student teacher must submit at least one videotape, with a written analysis, of his or her teaching. (5 points possible)

_____ 4. The student teacher must write at least ten journal entries and submit four of these to the university supervisor for grading. Note: One of the journal entries must focus on a multicultural experience; one of the journal entries must focus on an experience with special needs students. (10 points possible)

_____ 5. The student teacher must complete at least two additional reflective activities. The student teacher, the university supervisor, and the cooperating teacher(s) will collaborate to decide which exercises are most appropriate. Note: One of the activities must focus on either a multicultural experience or an experience with special needs students. (10 points possible)

_____ 6. The student teacher must complete a progress report. In most cases, the student teacher should follow the report model that Posner presents in Chapter 12, pp. 103-107. (20 points possible)

20

STUDENT TEACHER COMPETENCE STATEMENT

Please indicate your professional judgement of the competence of your student teacher by placing a check mark before the description below that best describes his or her prospects. If you find it impossible to choose between two adjacent descriptions, feel free to indicate this by checking both. Should none of the below seem appropriate, please construct a statement that describes the student teacher.

_____ Student teacher has done an unusually good job.

_____ Student teacher has done a very good job.

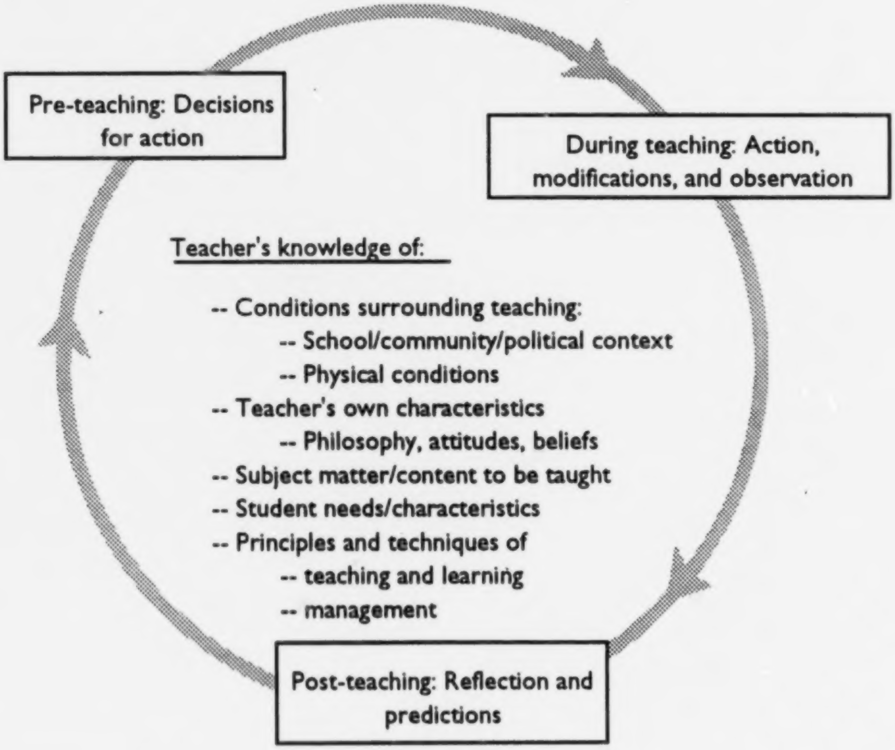
_____ Student teacher has done a reasonably good job and I feel that he or she is now competent to handle a classroom satisfactorily.

_____ Student teacher is making progress and shows promise. For his or her own good, however, it would probably be best in the first teaching position if he or she could continue to receive close supervision and support.

_____ Student teacher still falls short of being ready to take on a regular teaching position and needs further improvement before I can honestly predict success for him or her in the teaching profession.

Comments

Factors Considered in Teaching Decisions and Reflections



Pre-teaching: Decisions for action

During teaching: Action, modifications, and observation

Post-teaching: Reflection and predictions

Teacher's knowledge of:

- Conditions surrounding teaching:
  - School/community/political context
  - Physical conditions
- Teacher's own characteristics
  - Philosophy, attitudes, beliefs
- Subject matter/content to be taught
- Student needs/characteristics
- Principles and techniques of
  - teaching and learning
  - management

Decision-making model from *Teaching as Decision Making*, Marvin Pasch et al., 1991, Longman.

Music

EVALUATION REPORT

STUDENT TEACHING

24

MANSFIELD
UNIVERSITY

MUSIC EVALUATION REPORT
STUDENT TEACHER EVALUATION REPORT

Mansfield University
Mansfield, Pennsylvania 16933

Academic Year 19 __ - __
Semester: Fall __ Spring __

Name: ______________________________
LAST FIRST MIDDLE

Curriculum: ______________________________

Name of School: ______________________________

Grade Level(s): ______________________________

Type of Classes: ______________________________

Absences: ______________________________

EXPLANATION OF EVALUATION METHOD

A. Familiarize yourself thoroughly with each trait or teaching quality on the scale. The scale is meant to evaluate student teachers for entry level positions.

B. Take the numerical value for each item evaluated and arrive at a total for all items on the evaluation sheet. Determine the grade from the following scale:

A	= 262 — 276	B -	= 206 — 214	D+	= 126 — 138
A -	= 255 — 261	C+	= 196 — 205	D	= 81 — 125
B +	= 247 — 254	C	= 151 — 195	D -	= 69 — 80
B	= 215 — 246	C -	= 139 — 150	F	= 0 — 68

Note: "C" grade or better is necessary to successfully complete student teaching.

______ Mid evaluation

______ Final evaluation

____
University Supervisor's Signature

I acknowledge that the final evaluation was discussed with the university supervisor.

____
Student Teacher's Signature / Date

____
Cooperating Teacher's Signature / Date

25

Student Teacher Evaluation Report
Music Department Mansfield University

PART 1. Personal Qualities

1. Appearance

• Is appropriately dressed. Dress is pleasing, neat, and in good taste.	6
• Creates a satisfactory impression. Generally follows standards of good taste and choice in dress.	5
• Is careless, extreme, or inappropriate in appearance.	4
• Offensive in person or dress.	2
• Completely unacceptable.	0

2. Speaking Voice

• Is clear, projected, well-modulated, and pleasing in pitch and quality. Quality of voice attracts favorable attention.	6
• Is agreeable, distinct, and flexible. Voice is pleasant.	5
• Possesses a satisfactory teaching voice. Usually suited to the classroom situation.	4
• Is forced, harsh, indistinct, weak, or monotonous. Needs help in creating a satisfactory impression in the classroom.	2
• Seems to be quite inadequate for teaching.	0

3. Poise

• Reflects a high degree of charisma, self-confidence, and poise in posture and general bearing.	6
• Is dignified and confident in school situations.	5
• Usually displays reasonable self-assurance and poise.	4
• Is visibly self-conscious and displays a lack of confidence in the classroom.	2
• Obviously upset and ill-at-ease. Presents a negative general bearing.	0

4. Vitality

• Is dynamic and displays a radiant vitality.	6
• Displays appropriate well-directed energy.	5
• Possesses adequate vitality but projection is limited.	4
• Lacks energy. Shows chronic fatigue or hidden health problems.	2
• Indolent or listless. Display of vitality quite inadequate for the classroom.	0

5. Dependability

• Is always prompt, anticipates, and assumes responsibility, and is exceedingly conscientious.	6
• Is prompt, reliable, and responsible in each aspect of the teaching situation.	5
• Needs some prompting to get things done.	4
• Neglects vital or important assignments or responsibilities.	2
• Negligent and irresponsible.	0

6. Leadership

• Possesses a commanding personality and is an inspiring leader.	6
• Is effective in working with pupils and associates.	5
• Is effective with some supervision or encouragement.	4
• Is inclined to follow rather than lead.	2
• Ineffective.	0

7. Social Adjustment

• Shows exceptional understanding and ability to use amenities of social behavior.	6
• Is well liked and respected by others and displays considerable refinement.	5
• Is accepted by others. Possesses adequate social qualities.	4
• Needs guidance in observing and imitating correct social customs.	2
• Exhibits qualities of personality which would make it difficult for him/her to fulfill the responsibilities of a teacher.	0

8. Cooperation

• Anticipates situations which offer opportunities to cooperate and offers assistance wholeheartedly.	6
• Cooperates willingly and graciously.	5
• Usually works in harmony with others.	4
• Seldom sees ways of being helpful. Seems to be concerned with self.	2
• Refuses or fails to cooperate with others.	0

9. Resourcefulness

• Is original and creative. Exceptionally keen in anticipating and coping with and reflecting on difficult situations.	6
• Rises to the occasion and effectively meets new situations.	5
• Satisfactory in making adjustments; inclined to follow a set pattern; meets most situations satisfactorily.	4
• Slow and uncertain making adjustments.	2
• Baffled and helpless in unforeseen situations.	0

10. Judgment

• Evaluates critically; reflects on many phases of a situation and makes suitable decisions.	6
• Possesses good common sense; has the ability to sense the fitness of things, confident and poised in most situations.	5
• Usually exercises good judgment in the classroom; stable under normal circumstances.	4
• Tends to act on the basis of poorly made decisions creating unnecessary problems in the classroom.	2
• Is insensitive, impatient, and easily distracted; creates unnecessary problems in the classroom; a very erratic, emotional person.	0

PART II. Professional Skills

1. Command of English

• Excellent vocabulary and choice of words; accurate pronunciation and spelling; unusual fluency and clarity in expression of ideas.	12
• Good vocabulary and choice of words; correct pronunciation and spelling of words; ideas clearly and correctly expressed.	10
• Average choice of words; pronunciation and spelling usually correct; ideas usually expressed clearly and correctly.	8
• Limited vocabulary; pronunciation and spelling careless; poor choice of words; common errors; ideas carelessly expressed.	4
• Meager vocabulary; colloquialisms; flagrant grammatical errors; ideas very poorly expressed.	0

2. Professional Traits

• Shows excellent understanding of the importance of professional ethics and teaching as a profession; is eager to accept all the responsibilities of teaching.	12
• Evidences an understanding of professional ethics, a willingness to accept professional responsibilities, and a desire to continue growth.	10
• Indicates an understanding of professional ethics in general; accepts responsibilities which are pointed out; growth will depend upon stimulation.	8
• Indicates the need for pressure toward assuming professional obligations.	4
• Disregards extra duties of teaching; accepts no responsibilities not specifically assigned; appears bored and disinterested in teaching.	0

3. Rhythm

• Possesses excellent sensitivity, exceptional accuracy and precision. Strong ability to diagnose and correct rhythmic errors made by students.	12
• Shows accurate and precise rhythmic qualities, displays good ability to detect and correct rhythmic errors.	10
• Is usually accurate; recognizes mistakes after corrections are pointed out; a few errors occur.	8
• Is rhythmically undependable and allows reoccurring errors.	4
• Lacks sufficient ability in this area.	0

4. Pitch-Intonation

• Displays excellent sensitivity and exceptional accuracy for pitch feeling and for identifying and correcting faulty intonation.	12
• Is sensitive to intonation and insists on accuracy. Displays good ability to detect and correct intonation errors.	10
• Is usually accurate in pitch feeling. Usually recognizes mistakes and corrects them.	8
• Has difficulty with pitch and intonation. Fails to make necessary corrections.	4
• Lacks sufficient ability in this area.	0

5. Feeling and Sensitivity

• The student is highly sensitive to the most subtle aspects of musical expressiveness and phrasing and is able to convey the graduation of phrasal nuance and climatic intensification effectively.	12
• The student is responsive to the expressive qualities of the music including phrasing, nuance, subtle graduations of dynamics, and quality of tone.	10
• The student generally shows some sensitivity to the expressive qualities in the music.	8
• The student is lacking in expressive qualities a major portion of the time, and little attention is given to phrasing and nuance.	4
• The student is completely unresponsive to expressive qualities in the music and efforts are totally inadequate.	0

6. Knowledge and Command of Subject Matter

• The student shows thorough mastery of subject matter to be taught. Exceptional knowledge of music literature, music history, music theory, and music education provided an excellent background for his/her teaching.	12
• The student has a good understanding of the subject matter to be taught and sees it in its broader musical context.	10
• The student usually has adequate command of the subject matter to be taught but occasionally gives erroneous or misleading information.	8
• The student shows weakness in fundamental areas of subject matter and frequently gives incorrect information.	4
• The student is inadequate in the area of subject matter.	0

7. Mastery and Use of Major Instrument/Voice

• The student shows an exceptional ability to communicate the art of music through his/her chosen performing medium.	12
• The student shows good ability to communicate the art of music through his/her chosen performing medium.	10
• The student shows acceptable ability to communicate the art of music through his/her chosen performing medium.	8
• The student shows inadequate ability to communicate the art of music through his/her chosen performing medium.	0

8. Conducting Skill

• The use of conducting skill is extremely efficient and effective with few exceptions, as well as appropriate and well suited for the group involved. The control of the performance is excellent.	12
• Conducting skill is good and it is appropriate for the groups involved. Visual communications are precise, clear, and efficient in conveying the interpretation and controlling the performance.	10
• The student uses conducting skill adequately in a manner appropriate for the group involved. However, development and refinement are needed in this area.	8
• Conducting is ineffective or rarely used in a manner appropriate for the groups involved, little control and communication is accomplished, and the student is quite weak in this area.	0

9. Musical Interpretation

• Shows a mastery of interpreting the style of a composition which would include appropriate nuances, tempos, phrasing, articulations, and tone.	12
• Exhibits a competent ability to interpret music in appropriate style.	10
• Shows weakness in conveying the qualities or good interpretation. With proper stimulation, growth is possible.	8
• Is inadequately prepared.	0

PART III. TEACHING COMPETENCIES

1. Selection and/or Organization of Materials

• In terms of worthwhile objectives, shows excellent ability to select subject matter and activities for teaching; chooses those which make specific contributions to the learning situation and are appropriately sequenced from simple to complex.	12
• Selects material carefully and organizes well to meet the needs of the learner.	10
• Tends to accept and use material already prepared; lacks curricular insight.	8
• Definitely lacks ability to select and organize subject matter in a comprehensible manner.	0

2. Directing Learning

• Shows exceptional ability to apply suitable techniques for teaching and to use them creatively and effectively.	12
• Usually applies suitable techniques and uses them effectively.	10
• Applies and uses suitable techniques under supervision.	8
• Needs considerable supervision in the selection and the application of suitable techniques of teaching.	4
• Displays a general inability to satisfactorily handle teaching techniques and to guide the learning situation.	0

3. Diagnosis and Correction of Pupil Difficulties

• Consistently analyzes pupil difficulties carefully and follows up with proper corrective procedures.	12
• Usually locates pupil difficulties and uses proper corrective measures.	10
• Analyzes pupil difficulties and uses corrective measures under supervision.	8
• Seldom discovers pupil difficulties or uses corrective measures.	4
• Fails to note the simplest pupil difficulties and attempts no corrective measures.	0

4. Skill in Evaluating Pupil Achievement

• Excellent in judging pupils' work, administering tests, and/or interpreting results.	12
• Good in judging pupils' work, administering tests, and/or interpreting results.	10
• Average in judging pupils' work, administering tests, and/or interpreting results.	8
• Weak in evaluating pupils' work, administering tests, interpreting results.	4
• Displays little ability in evaluating pupils' work, administering tests, or interpreting results.	0

5. Skill in Reflective Thinking

Exceptional ability to collect, analyze, synthesize, and reflect upon activities as documented in the student teacher's notebook.	12
• Good ability to collect, analyze, synthesize, and reflect upon activities as documented in notebook.	10
• Minimal ability to collect, analyze, synthesize, and reflect upon activities as documented in notebook.	8
• Inadequate documentation of reflective thinking skills.	0

6. Discipline

• Exceptional ability to manage the classroom.	12
• Able to manage the classroom.	10
• Needs help from the cooperating teacher to manage the classroom.	8
• Displays a minimal ability to manage the classroom even with help from the cooperating teacher.	4
• Unable to manage a classroom.	0

7. Pupil-Student Teacher Relationships

• An exceptionally harmonious, vital, productive, and cooperative relationship.	12
• A pleasant, harmonious, and cooperative relationship.	10
• Satisfactory relationship usually harmonious and cooperative.	8
• Strained or passive relationship.	4
• Antagonistic or contemptuous.	0

8. Pupil Growth Under Student Teacher

• Excellent progress in subject matter, development of skills, formation of work habits, development of ability to think independently.	12
• Above average progress in development of content, attitudes, skills, and work habits.	10
• Satisfactory progress in content, attitudes, skills, and work habits.	8
• Work is slipshod and inconclusive; mostly factual.	4
• Unsatisfactory achievement in skills, content, habits, and attitudes.	0

9. Use of Teaching Aids Including Secondary Instruments, Audio-Visual Equipment and Other

• Is exceptionally imaginative and resourceful in the use of teaching aids, using them effectively, efficiently, and appropriately.	12
• Uses available teaching aids efficiently, effectively, and appropriately.	10
• Uses available teaching aids occasionally, but needs to become more aware of their possibilities.	8
• Seldom uses teaching aids.	4
• Uses teaching aids rarely and ineffectively.	0

STUDENT TEACHER COMPETENCE

Please indicate your professional judgment of the competence of your student teacher by placing a check mark before the description below which, in your opinion, most nearly describes his/her prospects. If you find it impossible to choose between two adjacent descriptions, feel free to indicate this by checking them both.

____ Student teacher still falls short of being ready to take on a regular teaching position; needs further improvement before I could honestly predict for him/her success in the teaching profession.

____ Student teacher is making progress and shows promise; for his/her own good, however, it would probably be best if in his/her first position, he/she could continue to receive close supervision and support.

____ Student teacher has done a reasonably good job, and I feel he/she is now competent to handle a classroom of his/her own satisfactorily.

____ Student teacher has done a very good job; I am convinced he/she will be an asset to whatever school system that may hire him/her and may even become outstanding in time.

____ Student teacher has done an unusually good job; with a little more opportunity for professional growth, that will come from having a job on his/her own, he/she is almost certain to become an outstanding teacher.

____ Student teacher has done such an outstanding job that I believe that right now he/she could step into any school and be considered an outstanding teacher.

____ None of the above. A general comment by the university supervisor

____

____

____

____

ART TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor, cooperating teacher, and content area visitor to help make final decisions on items 18, 19 and 20 of the "Evaluation Report." The university supervisor, cooperating teacher, and content area visitor should feel free to add to the list or mark as not applicable (N/A) any item on the list. This competency list was prepared cooperatively by faculty in the Art and Secondary Education programs.

KEY: 5 - Outstanding, "the cut above"
4 - Above average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not Applicable

The Art Student Teacher:

___1. Demonstrates a positive commitment and the development of a personal philosophy of art and art education.

___2. Demonstrates ability to identify growth and development and evaluate student progress and product.

___3. Demonstrates ability to provide art experience for students needs which are consistent with instructional objectives.

___4. Demonstrates ability to work with, effectively demonstrate, and discuss basic studio procedures, tools, safety.

___5. Demonstrates awareness of past and present forces that influence artists, art products and art education.

___6. Demonstrates appreciation of the related arts and application to art education.

___7. Demonstrates ability as resource person in school and community.

___8. Demonstrates ability to order supplies as related to curriculum and budget.

___9. Demonstrates ability to organize and maintain an art room in the school and community.

___10. Demonstrates the ability to assess art activities in relation to goals.

___11. Demonstrates ability to aesthetically enhance the teaching environment.

___12. Demonstrates ability to exhibit students work in school and in the community.

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ELEMENTARY TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor and cooperating teacher to help make final decisions on items 18, 19 and 20 of the "Student Teacher Evaluation Report." The Education Department subscribes to the guidelines from the NCATE curriculum folio prepared by the Association for Childhood Education International (ACEI). These guidelines are used as the competencies needed to assess student teacher development. The university supervisor and cooperating teacher should feel free to add to the list or mark as not applicable (N/A) any item on the list. Using the key listed below, rank the student teacher's demonstration of each competency listed.

Key: 5 - Outstanding, "the cut above"
4 - Above average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not applicable

Elementary education majors will be able to:

___1. Demonstrate an understanding of the roles of elementary school teachers and the alternative patterns of elementary school organization.
___2. Articulate the role of the teaching profession in the dynamics of curriculum change and school improvement.
___3. Link child development to elementary school curriculum and instruction.
___4. Organize and implement instruction for students.
___5. Apply a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction and application in all disciplines.
___6. Apply current research findings about individual differences.
___7. Effectively manage classrooms using a variety of methods.
___8. Critically select and use materials, resources, and technology appropriate to the age, development level, cultural and linguistic backgrounds, and exceptionalities of students.
___9. Provide appropriate health education and physical education experiences for students.
___10. Create an environment in which students become confident learners and doers of mathematics.
___11. Create experiences for their students in reading, writing and oral language.
___12. Promote understanding and positive attitudes toward biological, earth, and physical sciences among students and youth.
___13. Translate knowledge and data-gathering processes from history and the social sciences into appropriate and meaningful social studies experiences for students.
___14. Translate knowledge of and experience in the visual and performing arts into appropriate experiences for students.

ELEMENTARY/EARLY CHILDHOOD TEACHER

SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:

This subject matter competency guide is to be used by the university supervisor and cooperating teacher to help make final decisions on items 18, 19, and 20 of the "Student Teacher Evaluation Report." The Education Department subscribes to the guidelines from the NCATE curriculum folio prepared by the National Association for the Education of Young Children (NAEYC). These guidelines are used as the competencies needed to assess student teacher development. The university supervisor and cooperating teacher should feel free to add to the list or mark as not applicable (N/A) any item on the list. Using the key listed below, rank the student teacher's demonstration of each competency listed.

Key: 5 - Outstanding, "the cut above"
4 - Above average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not applicable

Elementary/Early Childhood Education majors will be able to:

____1. Use their knowledge of child development and their relationships with children and families to understand their students as individuals and to plan in response to their unique needs and potentials.

____2. Organize the learning environment to promote their students' physical, social, emotional, linguistic, artistic, intellectual and cognitive development.

____3. Design and implement developmentally appropriate learning experiences within and across disciplines.

____4. Use a variety of methods to promote individual development, meaningful learning and group functioning.

____5. Monitor students' work and behavior and analyze this information to improve their work with children and parents.

____6. Reflect, analyze, evaluate, and strengthen the quality and effectiveness of their own work.

____7. Work with and through parents and families to support children's learning and development.

____8. Cooperate with colleagues to improve programs and practices for young children and their families.

____9. Critically select and use materials, resources and technology appropriate to the age, development level, cultural and linguistic backgrounds and exceptionalities of students.

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ENGLISH TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor, cooperating teacher, and content area visitor to help make final decisions on items 18, 19, and 20 of the "Student Teacher Evaluation Report." The university supervisor, cooperating teacher, and content area visitor should feel free to add to the list or mark as not applicable (N/A) any item on the list. The Mansfield University Secondary Teacher Education program utilizes the competencies prepared by the National Council of Teachers of English (NCTE). Using the key listed below, rank the student teacher's demonstration of each competency listed.

KEY:
5 - Outstanding, "the cut above"
4 - Above Average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not Applicable

According to the National Council of Teachers of English (NCTE) student teachers will be able to:

___1. Select, design, organize and employ objectives, strategies, and materials for the English language arts program.

___2. Incorporate research findings in the instructional program.

___3. Formulate questions at varying levels of abstraction that elicit personal responses as well as facts and inferences.

___4. Organize students for effective whole class, small group, and individual work.

___5. Use a variety of effective instructional strategies and materials appropriate to diverse cultural groups and individual learning styles.

___6. Prepare and use appropriately varied testing instruments and procedures.

___7. Interpret assessments of student progress to students, parents, and administrators.

___8. Develop attitudes which acknowledge the worth of all learners diverse in cultures and abilities.

___9. Develop willingness to take informed stands on issues of concern to the profession.

___10. Develop commitment to professional growth.

FOREIGN LANGUAGE TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor, cooperating teacher, and content area visitor to help make final decisions on items 18, 19 and 20 of the "Evaluation Report." The university supervisor, cooperating teacher, and content area visitor should feel free to add to the list or mark as not applicable (N/A) any item on the list. This competency list was prepared cooperatively by faculty in the Foreign Language and Secondary Education programs.

KEY:
5 - Outstanding, "the cut above"
4 - Above average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not applicable

The Foreign Language Student Teacher:

___1. Demonstrates the ability to understand a native speaker.

___2. Demonstrates the ability to talk on prepared topics and to use common expressions needed in a foreign country; speak with a pronunciation readily understandable to a native.

___3. Demonstrates the ability to explain pronunciation.

___4. Demonstrates the ability to read with immediate comprehension.

___5. Demonstrates the ability to write simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax, with some feeling for the style of the language.

___6. Demonstrates the ability to write material for chalkboard, overhead, and individualized assignments.

___7. Demonstrates a working command of the sound patterns and grammar patterns of a foreign language, and a knowledge of main differences between the language as spoken and as written.

___8. Demonstrates an awareness of the learned and shared experiences that combine to form a particular culture, and a knowledge of the geography, history, literature, art, social custom, and the contemporary civilization of the foreign people.

___9. Demonstrates an understanding of the principle ways in which the foreign culture resembles or differs from our own.

MATHEMATICS TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor, cooperating teacher, and content area visitor to help make final decisions on items 18, 19, and 20 of the "Student Teacher Evaluation Report." The university supervisor, cooperating teacher, and content area visitor should feel free to add to the list or mark as not applicable (N/A) any item on the list. The Mansfield University Secondary Teacher Education program utilizes the competencies prepared by the National Council of Teachers of Mathematics (NCTM). Using the key listed below, rank the student teacher's demonstration of each competency listed.

KEY:
5 - Outstanding, "the cut above"
4 - Above Average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not Applicable

According to the National Council of Teachers of Mathematics (NCTM) student teachers will be able to:

___1. Identify and model various strategies used in problem solving in secondary school mathematics.

___2. Use various kinds of calculators and other technologies as tools for teaching and exploration.

___3. Use concrete manipulative materials in the development and exploration of secondary school mathematics concepts.

___4. Use appropriate resource materials such as computer software, videotapes, videodiscs, periodicals, books, and games to develop problems and ideas for exploration.

___5. Demonstrate classroom management that includes clear communication of mathematics concepts, decisions based on knowledge of current trends, various teaching strategies, and accommodation of various learning styles.

___6. Develop curriculum in secondary mathematics.

___7. Use methods of assessment of student understanding for the purposes of instructional feedback, general mathematical achievement, and program evaluation.

SCIENCE TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor, cooperating teacher, and content area visitor to help make final decisions on items 18, 19, and 20 of the "Student Teacher Evaluation Report." The university supervisor, cooperating teacher, and content area visitor should feel free to add to the list or mark as not applicable (N/A) any item on the list. The Mansfield University Secondary Teacher Education program utilizes the competencies prepared by the National Science Teachers Association (NSTA). Using the key listed below, rank the student teacher's demonstration of each competency listed.

KEY:
5 - Outstanding, "the cut above"
4 - Above Average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not Applicable

According to the National Science Teachers Association (NSTA) student teachers will be able to:

___1. Teach science processes, attitudes and content to learners with a wide range of abilities and socioeconomic and ethnic backgrounds.

___2. Become knowledgeable of a broad range of school science curricula, instructional strategies and materials, as well as how to select those best suited for a given teaching and learning situation.

___3. Become proficient in constructing and using a broad variety of science evaluation tools and strategies.

___4. Speak and write effectively and demonstrate effective use of classroom management techniques when teaching laboratory activities, leading class discussions, conducting field trips, and carrying out daily classroom instruction in science.

___5. Conduct or apply, understand, and interpret science education research and to communicate information about such research to others (e.g., students, teachers, and parents).

___6. Demonstrate the ability to identify, establish, and maintain the highest level of safety in classrooms, stockrooms, laboratories, and other areas used for science instruction.

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SOCIAL STUDIES TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:
This subject matter competency guide is to be used by the university supervisor, cooperating teacher, and content area visitor to help make final decisions on items 18, 19, and 20 of the "Student Teacher Evaluation Report." The university supervisor, cooperating teacher, and content area visitor should feel free to add to the list or mark as not applicable (N/A) any item on the list. The Mansfield University Secondary Teacher Education program utilizes the Goals for Social Studies Education (From *Charting a Course: Social Studies for the 21st Century,* a report of the American Historical Association, the Carnegie Foundation for the Advancement of Teaching, the National Council for the Social Studies, and the Organization of American Historians.) as the competencies needed to assess student teacher development. Using the key listed below, rank the student teacher's demonstration of each competency listed.

KEY:
5 - Outstanding, "the cut above"
4 - Above Average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not Applicable

According to the Goals for Social Studies Education student teachers will be able to implement the Social Studies Curriculum to enable their students to develop:

___1. Civic responsibility and active civic participation.

___2. Perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place.

___3. A critical understanding of the history, geography, economic, political and social institutions, traditions, and values of the United States as expressed in both their unity and diversity.

___4. An understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values.

___5. Critical attitudes and analytical perspectives appropriate to analysis of the human condition.

SPECIAL EDUCATION TEACHER
SUBJECT MATTER COMPETENCY GUIDE

INTRODUCTION:

This subject matter competency guide is to be used by the university supervisor and cooperating teacher to help make final decisions on items 18, 19, and 20 of the "Student Teacher Evaluation Report." The university supervisor and cooperating teacher should feel free to add to the list or mark as not applicable (N/A) any item on the list.

Using the key listed below, rank the student teacher's demonstrations of each competency listed.

Key:
5 - Outstanding, "the cut above"
4 - Above average
3 - Minimal or satisfactory only
2 - Needs much supervision in this area
1 - Inadequate for teaching
N/A - Not applicable

___1. Communicates a knowledge of laws and standard relevant to school-age exceptional persons.
___2. Demonstrates proficiency in administrating and evaluating results of tests (i.e., Key Math, Brigance, TMR Profile).
___3. Writes an appropriate and complete IEP following the format of the assigned school district, IU or BOCES.
___4. Participates in a parent conference and/or MDT-COH meetings.
___5. Communicates skill in the techniques of mainstreaming.
___6. Individualizes to meet the needs of each learner within the framework of the educational program and curriculum requirements.
___7. Demonstrates the ability to interpret non-verbal communication.
___8. Demonstrates knowledge of regular class subject matter.
___9. Writes appropriate and complete plans for daily lessons and long range topics.
___10. Uses effective teaching techniques:
    ___ lecture,
    ___ role playing,
    ___ field trips,
    ___ bulletin boards,
    ___ resource persons,
    ___ learning games,
    ___ multi-media,
    ___ discussion,
    ___ skits,
    ___ exhibits and displays,
    ___ learning/interest centers,
    ___ picture file,
    ___ demonstrations,
    ___ units.
___11. Handles physical handicaps appropriately.
___12. Uses appropriate interpersonal communication techniques.
___13. Demonstrates a knowledge of normal development, early childhood - young adulthood.
___14. Communicates knowledge of various types of medication their effects and side effects.
___15. Deals with individual student crises using:
    ___ behavior management techniques; ___ life span interview; ___ crisis intervention.
___16. Uses classroom management and control techniques:
    ___ behavior modification;
    ___ holdings;
    ___ others as appropriate.
    ___ safety mechanics;
    ___ PSEA program;
___17. Works with the teacher's aide/assistant as prescribed by the cooperating teacher.
___18. Uses varied interaction with students:
    ___ teacher talks 100%;
    ___ students initiates teacher talk;
    ___ student to student talk;
    ___ negative academic feedback;
    ___ positive social attention;
    ___ verbal responses;
    ___ physical responses.
    ___ teacher initiates students talk 50%;
    ___ positive academic feedback;
    ___ negative social feedback;
___19. Participates in and/or communicates knowledge of current special education and practices:
    ___microcomputer teaching;
    ___technology;
    ___computerized IEP's;
    ___communication device;
    ___active stimulation device;
    ___others.
___20. Communicates knowledge of various types of exceptionalities:
    ___ gifted;
    ___ physically handicapped;
    ___ learning disabled;
    ___ severe and multiple handicapped (vision, hearing, speech, autistic, etc.).
    ___ mentally retarded;
    ___ emotionally and socially maladjusted;
___21. Completes requirements prescribed by the university supervisor and/or cooperating teacher:
    ___ daily log;
    ___ IEP project;
    ___ plans;
    ___ creative projects;
    ___ observation project;
    ___ evaluation of lessons and projects.

DATE

Dear Parent or Guardian:

Mansfield University now requires its student teacher to make at least one videotape of their teaching and to submit it along with a written reflective analysis to the university supervisor. Since it is likely that the videotape will also include scenes with students, we need letters of permission from the parents agreeing to allow their children to be videotaped. The supervisors will return the videotapes to the student teachers.

If you agree to allow your child to be videotaped for this purpose, please fill in the bottom part of this page and send it back to school with your child. If you have any questions, please call Mr. Ralph Garvelli, Director of Teacher Education and Field Experiences at Mansfield University (717–662–4024).

Sincerely,

NAME OF COOPERATING TEACHER

I give permission to have my child, ______________________________, videotaped as part of the Mansfield University student teaching experience. I understand that the videotapes will be erased by the student teacher at the end of the semester, and that I may withdraw my permission for this at any time.

____________ ____

Date Signature of student's parent or guardian

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Survey of Multicultural Experiences

DIRECTIONS: Please complete this survey to document the experiences you have had during student teaching related to multicultural education. Give the completed form to your university supervisor before your final evaluation conference.

Multicultural education is preparation for the social, political, and economic realities that individuals experience in a culturally diverse and complex society. Please indicate which of the following you have experienced during your student teaching:

______ observation experiences in multicultural settings

______ participation experiences in multicultural settings

______ multicultural experiences that included such issues as participatory democracy, racism and sexism, and the parity of power

______ multicultural experiences which used values clarification which might have included studies of the manifest and latent transmission of values

______ experiences which examined the dynamics of diverse cultures

______ experiences which examined linguistic variations

______ experiences which emphasized diverse learning styles as a basis for developing teaching strategies

List any others that might be appropriate

______

______

______

____

___________Last Name First Middle

Your Department: ____

____

______________________________ ________________

University Supervisor Date

Survey of Special Education Experiences

DIRECTIONS: Please complete this survey to document the experiences you have had during student teaching related to special education. Give the completed form to your university supervisor before your final evaluation conference.

Special Education: All educators should have the knowledge and skills necessary to enable them to respond to the individual differences of learners. The presence of exceptional learners in regular classrooms requires that general and special educators perceive their professional roles as less distinct and more complementary. They must increasingly view themselves as differentiated members of an instructional team to provide an appropriate education for exceptional learners. Please indicate which of the following you have experienced during your student teaching:

______ observation experiences in special education classrooms

______ observation experiences in regular classrooms that included mainstreamed students

______ participation experiences in special education classrooms

______ experiences - faculty meetings, inservice meetings, interactions with various school personnel that emphasized the total responsibility of schools and all of their personnel to meet the needs of special students

______ experiences which dealt with recognizing and referring exceptional learners for diagnosis

______ experiences which contributed to the design and implementation of curricular programs, instructional techniques and/or classroom management strategies to accommodate needs of special students

List any others that might be appropriate

______

______

______

____
Last Name First Middle

Your Department: ________________________________

______________________ ______________
University Supervisor Date

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Mansfield University Student Teaching
SUMMARY REPORT

The instrument used at Mansfield University to evaluate student teachers as beginning professional educators has two parts: Part I, 20 criteria that assess various student teacher performances; and Part II, reflective exercises. Student teachers can earn as many as 140 points in Part I and as many as 60 points in Part II. In determining the final letter grade, the university supervisor considers the Part I points from both cooperating teachers and his or her own Part I points, adds the points earned in Part II, and determines the final letter grade from a scale of 200 total points.

Demonstrated
Personal Behaviors

_____ (4) Appearance

_____ (4) Voice

_____ (4) Poise

_____ (4) Vitality

_____ (4) Leadership

Demonstrated
Teaching Behaviors

_____ (8) Command of English

_____ (8) Dependability

_____ (8) Cooperation

_____ (8) Judgment

_____ (8) Creativity

_____ (8) Variation in Teaching Strategies

_____ (8) Evaluation Techniques

_____ (8) Diagnosis and Correction of Student Difficulties

_____ (8) Classroom Management

_____ (8) Rapport with Students

_____ (8) Students' Academic Responsiveness

_____ (8) Professional Development

Demonstrated
Subject Matter Proficiencies

_____ (8) Mastery of Subject Matter

_____ (8) Selection and Organization of Subject Matter

_____ (8) Use of Methods and Materials in the Subject Area

I give permission to have this sheet included in my Mansfield University Placement folder, and to have it distributed to prospective employers.

A	=	188-200	B -	=	160-165	D +	=	134-19
A -	=	180-187	C +	=	154-159	S	=	126-133
B +	=	174-179	C	=	146-153	D -	=	120-125
B	=	166-173	C -	=	140-145	F	=	<120

____
(Student Teacher's Signature) Date

____
University Supervisor Date

Part I Points (140)		Final Letter Grade
Parts II Points (60)		
Total Points (200)		

Mansfield University Student Teaching

The following is a summary of the instrument that is used in evaluating Mansfield University music student teachers.
(*See below for an explanation of the grading method used.)

____
Student Name

Music
Area of Specialty

________ Semester, 19 _____

____
University Supervisor

Areas of Concentration

I. Personal Qualities A-6 B-5 C-4 D-2 F-0

1. Appearance ____________
2. Speaking Voice ____________
3. Poise ____________
4. Vitality ____________
5. Dependability ____________
6. Leadership ____________
7. Social Adjustment ____________
8. Cooperation ____________
9. Resourcefulness ____________
10. Judgment ____________

II. Professional Skills A-12 B-10 C-8 D-4 F-0

1. Command of English ____________
2. Professional Traits ____________
3. Rhythm ____________
4. Pitch-Intonation ____________
5. Feeling and Sensitivity ____________
6. Knowledge and Command of Subject Matter ____________
7. Mastery and Use of Major Instrument/Voice ____________
8. Conducting Skill ____________
9. Musical Interpretation ____________

III. Teaching Competencies A-12 B-10 C-8 D-4 F-0

1. Selection and/or Organization of Materials ____________
2. Directing Learning ____________
3. Diagnosis and Correction of Pupil Difficulties ____________
4. Skill in Evaluating Pupil Achievement ____________
5. Reflective Thinking ____________
6. Discipline ____________
7. Pupil-Teacher Relationships ____________
8. Pupil Growth ____________
9. Use of Teaching Aids ____________

EXPLANATION OF EVALUATION METHOD

A. Familiarize yourself thoroughly with each trait or teaching quality on the scale. The scale is meant to evaluate student teachers for entry level positions.

B. Take the numerical value for each item evaluated and arrive at a total for all items on the evaluation sheet. Determine the grade from the following scale:

A = 262-276
A- = 255-261
B+ = 249-254
B = 217-248
B- = 211-216
C+ = 200-210
C = 155-199
C- = 145-154
D+ = 134-144
D = 89-133
D- = 79-88
F = 0-78

I give permission to have this sheet included in my Mansfield University Placement folder and to have it distributed to prospective employers.

____
Signed Date

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